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ABSTRACT

This document presents nine exemplary career guidance and counseling programs identified by the National Center for Research in Vocational Education's Office of Student Services. Chapter 1 presents a synthesis of the nationally recognized career guidance programs successful in assisting students in their career development. It provides a background of the search process and a synthesis of these three clusters of program components: career guidance and counseling program plan; collaboration, articulation, and communication efforts; and institutional support, leadership, and program evaluation. Chapters 2 and 3 provide a description of each program and gives the name, phone number, and address of a contact person. Chapter 2 describes these secondary programs: Career and Technology Education Guidance and Counseling Program, Garland Independent School District, Texas; Career and Technology Education Career Guidance and Counseling Program, Katy Independent School District, Texas; Career Guidance and Counseling Program, Caddo-Kiowa Vocational-Technical Center, Oklahoma; Project Soar, Metro Tech, Oklahoma; and Springdale High School's Career Guidance and Counseling Program, Springdale Public Schools, Arkansas. Chapter 3 describes these postsecondary programs: Career Development Center, California; JOBS Program--OWLS (Older, Wiser, Learning Students), Oklahoma; The Pathway Program, Florida; and Student Services/Counseling Program, Washington. The bulk of the document contains the programs' applications for recognition. Each application describes the following: program abstract, program operation, typical day, and the three clusters of components of exemplary programs. (YLB)

ED 406 547

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National Center for Research in Vocational Education

University of California, Berkeley

EXEMPLARY CAREER GUIDANCE PROGRAMS 1995: SECONDARY AND POSTSECONDARY

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EXEMPLARY CAREER GUIDANCE PROGRAMS 1995: SECONDARY AND POSTSECONDARY

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Related Readings from NCRVE

for **Exemplary Career Guidance Programs 1995: Secondary and Postsecondary** (MDS-1016)

by Esmeralda S. Cunanan and Carolyn Maddy-Bernstein

Student Services: Achieving Success for All Secondary Students

Student services are all school programs, from career planning to childcare assistance, designed to facilitate learning and the successful transition of students to work and further education. Although current reforms don't emphasize these services, a full range of counseling, assessment, and related opportunities is as important to student success as curriculum, faculty, and teaching techniques. This document will help secondary school administrators and teachers develop a coordinated and comprehensive program of student services, thus enabling increasingly diverse populations to learn well in school and to develop their potentials. By C. Maddy-Bernstein, E. S. Cunanan.
MDS-1007November 1996/$6.50

Exemplary Career Guidance Programs: What Should They Look Like?

This document is designed to assist counselors, vocational educators, and other counseling professionals improve their career guidance and counseling programs. It includes a clarification of the school counselor's role and a description of the framework developed by the NCRVE Office of Student Services for identifying exemplary career guidance programs. It also contains information about three secondary schools striving to build comprehensive, integrated career guidance and counseling programs. A section describing the National Career Development Guidelines is presented. By C. Maddy-Bernstein, E. S. Cunanan.
MDS-855/August 1995/$3.50

Profiles and Best Practices: Exemplary Vocational Special Populations Programs

Individuals working with special populations face the challenge of finding creative ways to help these students overcome many of the barriers that can hinder their success. This monograph discusses the characteristics shared by exemplary vocational special populations programs. Twenty key components are described, from administrative leadership and support to program evaluation, integrated vocational/academic curriculum, instructional support services, and work experience opportunities. Best practices for each component provide concrete examples culled from exemplary programs. By Z. B. Matias, C. Maddy-Bernstein, J. A. Kantenberger.
MDS-856/November 1995/$8.50

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INTRODUCTION

In 1995, the National Center for Research in Vocational Education's (NCRVE) Office of Student Services (OSS) recognized nine exemplary career guidance and counseling programs. These programs exemplify school efforts in implementing well-integrated, comprehensive career guidance programs that are designed to assist all students in transitioning from school to work and/or further education. Educators today are faced with, and must meet, the challenges of responding to the career development needs of an increasingly diverse student population. It is hoped these identified programs can serve as models for others working to develop or enhance their career guidance programs.

The programs were selected from applications submitted by educational institutions from around the nation. The applications were evaluated by a panel of nationally recognized professionals in the field using strict research-based criteria that focused on three clusters of components: (1) career guidance and counseling program plan; (2) collaboration, articulation, and communication efforts; and (3) institutional support, leadership, and program evaluation. The final determination was made by a team from the OSS who visited the top ranked programs.

OSS announced the programs selected for recognition in a variety of national newsletters. Information about the programs has been highlighted in OSS' publications and presentations, and entered into the OSS' database of exemplary programs. Through the database, information about exemplary programs are disseminated more widely to various individuals, agencies, and other educational institutions. Representatives of the programs have been invited to make presentations at regional and national conferences.

This document presents a synthesis of the nine programs identified, provides a description of each program, and gives the name, phone number, and address of a contact person for each of the nine recognized programs. In addition, the text for each program's application (excluding attachments) is included in the Appendices. The reader is encouraged to contact OSS or the programs for more information.

CHAPTER 1

Exemplary Career Guidance Programs: Investing in the Future

The role of school counselors in the transition of students from school to work and lifelong learning cannot be overlooked. They may serve as the crucial link between students and their chances for rewarding careers. This chapter describes the highlights of the nationally recognized career guidance programs that are very successful in assisting students in their career development. A background of the search process and a synthesis of the program components are provided.

Background

In the fall of 1995, NCRVE's Office of Student Services' (OSS) national search for exemplary career guidance and counseling programs culminated with the announcement that nine programs were selected for recognition. These programs exemplify school efforts in implementing well-integrated, comprehensive career guidance programs designed to assist all students in transitioning from school to work and/or further education. The identified programs should serve as models for others working to develop or enhance their career guidance programs.

All applications for the 1995 search were reviewed by a panel of recognized professionals in the field using strict research-based criteria that focused on three clusters of components: (1) career guidance and counseling program plan; (2) collaboration, articulation, and communication efforts; and (3) institutional support, leadership, and program evaluation. Reviewers recommended nine programs for site visits. All nine programs were determined to possess a majority of the attributes of exemplary career guidance and counseling programs.

Program Components

The various elements of the nine programs were compared to the three clusters of components described in the framework for identifying exemplary career guidance and counseling programs developed by Maddy-Bernstein and Cunanan in 1994. (See *Exemplary Career Guidance Programs: What Should They Look Like?* for a complete description.) Each program demonstrates strengths in many of the components that research shows successful programs possess. The following is a summary of program highlights under each major component cluster.

This section is an adaptation of the Office of Student Services' BRIEF (Vol. 7, #3) circulated in December 1995.

A. *Career Guidance and Counseling Program Plan*

At the heart of all nine programs is the goal of helping students make informed educational and career choices and carry out plans by providing them with the necessary knowledge and skills. While these career guidance programs have been very effective in meeting the career developmental needs of students, they continue to stress the importance of continually improving their programs. Each program also addresses the three broad competency areas involved in the career development process: (1) self-knowledge and self-awareness, (2) educational and occupational exploration, and (3) decisionmaking and career planning. The following are some of the best practices found in the recognized programs.

1. Students Undergo Intensive Career Exploration and Planning.

- Use a career advisement system with every faculty and staff member advising a group of students during all of their secondary program.
- Set up a career development center that consists of the state career information delivery system and other resources that counselors can use in serving a diverse group of students.
- Use a wide range of career materials and assessment instruments.
- Offer organized guidance courses and programs in the secondary and postsecondary levels.
- Adapt the National Career Development Guidelines in designing and implementing a guidance curriculum.
- Conduct individual planning and group career counseling.
- Guide students in developing their individualized career plans and career planning portfolios.
- Conduct workshops for students on self-awareness, assertiveness, problem solving, conflict resolution, communication skills, careers, parenting, and managing relationships. Collaborate with others in planning other inservice activities.

- Hold highly organized and interactive job fairs and career nights.
- Invite graduates to be ambassadors, mentors, nontraditional models, members of advisory committees, or resource persons for the program.

The following is a sampling of career materials and assessment instruments used by the programs*:

- ACT's Career Planning Program – provides students with accurate, comprehensive information about their abilities and interests and helps them explore and identify career paths.
- DISCOVER by ACT – is a computer-assisted career assessment.
- COPSystem – incorporates three assessments which provide a coordinated system for career exploration and decisionmaking. The COPS assessment measures interests, the CAPS assessment measures abilities, and the COPES assessment measures values.
- Career Assessment Inventory – measures vocational interests.
- Myers-Briggs Personality Type Indicator – allows students to explore who they are and the importance this plays in making a good decision.
- System for Assessment and Group Evaluation (SAGE) – measures interests, aptitudes, and abilities as well as learning styles and worker traits.
- Strong Interest Inventory – provides a student the opportunity to explore occupations for which they have given little or no thought to before, simply because they have not been exposed to them.
- True Colors – a personality assessment that helps students to develop awareness of their own personality, that of others, and how to successfully interact with different personality types.
- SIGI Plus – includes a self-assessment section which allows students to choose the main interest fields they want to use at work.
- Career Values Card Sort – an exercise in clarifying values.
- Occupational Interests Card Sort – an exercise in rating career likes and dislikes.

*Refer to the following references for a complete list and discussion of assessment instruments:

Freeman, B. (1996). The use and perceived effectiveness of career assessment tools: A survey of high school counselors. *Journal of Career Development*, 22(3), 185-196.

Kapes, J. T., Mastie, M. M., & Whitfield, E. A. (Eds.). (1994). *A counselor's guide to career assessment instruments* (3rd ed.). Alexandria, VA: The National Career Development Association.

2. **Serve All Students.**

- Counseling program is available to diverse groups of students.
  - Members of special populations
  - Students from different racial/ethnic, religious, socioeconomic, and cultural backgrounds
  - Students enrolled in vocational-technical programs as well as students in all other programs
  - Those at-risk of failing or dropping out of school
- Implement programs that address the needs of *all* students.
  - English as a Second Language (ESL) programs
  - Nontraditional programs
  - Summer vocational programs for youth
  - Programs for displaced homemakers/single parents/single pregnant teens
  - Computer literacy programs
  - Workplace readiness skills programs

3. **Maintain Strong Program Support System.**

- *Human Resources*—Mentors, advisors, tutors, volunteers, translators, interpreters, aides, and peer mediators
- *Programs and Services*—Parent-Teacher Association groups, summer programs, JTPA, alumni associations, day care services, and business education partners
- *Instructional, Career, and Educational Resources*—computer-related resources, audiovisual equipment (e.g., television, VCR, overhead

projector, videos, slides), media centers, libraries, and interview clothes

B. Collaboration, Articulation, and Communication

These exemplary career guidance programs have forged strong partnerships with parents, businesses, community organizations, teachers, and other school personnel. Teamwork is key to the effective implementation of an integrated, comprehensive career guidance program. Everyone involved in the program is committed to assisting every student succeed in school and, ultimately, in life.

1. Family/Parental Involvement and Support

- Strong school and family partnership is key to program success in secondary schools.
- Parents are involved in various facets of the student's life.

Parents can participate in the following activities:

- ➤ career planning
- ➤ educational planning
- ➤ advisory committees
- ➤ financial aid workshops
- ➤ parent-teacher conferences
- ➤ guidance and counseling sessions

2. Faculty/Staff Involvement

- Faculty are partners in the career development program; they include career information in the curriculum and conduct career development activities. Some schools have teachers serve as career advisors to a group of students.
- Faculty and counseling staff participate in inservice activities that focus on improving students' careers and education.

- During IEP meetings, teachers collaborate with school counselors and parents to fully meet the special needs of students.
- Vocational and academic teachers work together with counselors during student orientation, career advisory meetings, curriculum development, career assessment, information exchange meetings, and other counseling activities.
- Faculty refer students to counseling staff for individual counseling.
- Faculty and counselors collaborate to provide job placement assistance.

3. **Intra- and Interagency Collaboration**

- Career guidance and counseling programs maintain several collaborative campus efforts with other units and programs (e.g., Planning, Research and Evaluation, Curriculum, School Improvement, Bilingual, and Special Education).
  - Assessment of students' abilities, aptitudes, learning styles, needs, and interests
  - Development of integrated curriculum
  - Appropriate scheduling/placement of students
  - Promotion of career guidance counseling program areas and courses
  - Program assessment
- Career guidance and counseling staff work with external agencies in preparing students from school to work and/or postsecondary education.

Programs collaborate with the following agencies and organizations:

- ➤ Vocational rehabilitation centers
- ➤ JTPA offices
- ➤ YMCA, YWCA
- ➤ State Occupational Information Coordinating Committee
- ➤ Educational Service Centers
- ➤ Tech Prep programs
- ➤ Higher educational institutions
- ➤ Chambers of Commerce
- ➤ Civic organizations

4. Collaboration with Business

- Counselors conduct on-site visits of business and industry to keep abreast of the changes in the workplace and needs for personnel.
- Career guidance and counseling personnel establish cooperative agreements with businesses (e.g., utility companies, hospitals, banks, construction companies) to enable students to become familiar with the work environments.

C. Institutional Support, Leadership, and Program Evaluation

The third group of components is typical of any good program. The success of the identified exemplary programs in meeting the career development needs of their students can be attributed to strong administrative leadership and support, financial backing, ongoing program evaluation, qualified personnel, organized professional development activities, and follow-up of program graduates and noncompletors. There is a total commitment to assisting every student to succeed.

1. Institutional Support

Administrative support and leadership for each program is demonstrated in several ways and different areas. For one, counselors have administrators who listen and are receptive to ideas for growth and improvement.

Administrators are committed to responding to the needs of counseling staff by hiring needed and qualified personnel, providing space and facilities for counselors and students, conducting ongoing staff development programs, and providing financial support.

2. Facilities

A wide range of resources are available to counselors and students, including career resource centers, libraries, private counseling offices, computers, audiovisual equipment, and assessment and career-related materials. Students, teachers, counselors, and parents are encouraged to take advantage of these resources.

3. Financial Support

Adequate funding is available for instructional materials, equipment, travel, and continuing education of counseling personnel. Funding sources include state and federal funding, local school districts, private agencies, and other grants.

4. Guidance Personnel Qualifications

The professionals that make career guidance programs work are qualified and credentialed individuals. Most of them have graduate degrees. In some situations, related background and work experience, as well as educational qualifications, are taken into consideration when staffing.

5. Professional Development

To strengthen the various components of the exemplary career guidance and counseling programs, staff development activities are planned. The counseling staff attend workshops and seminars to improve their skills in career counseling, group and individual counseling, curriculum development, and assessment. The counselors also conduct inservice activities for other school personnel on topics such as sexual harassment, personality assessment, leadership styles, gender equity, and other career-related issues that are all aimed at improving students' success.

6. Program Evaluation

Counseling staff consider program evaluation as a crucial component in improving services for their students. Yearly and periodic assessment of programs is conducted not only as a gauge for meeting set goals, but more importantly for program improvement.

7. Follow-Up of Program Completors and Noncompletors

The concern of counseling staff for their students does not end after graduation. Follow-up of graduates, as well as early leavers, is crucial in assisting students in becoming successful in their careers and life. Counselors of the identified exemplary programs continue to devise a more effective means of doing follow-up.

> Young people need to have a hopeful vision of the future and an idea about how to get from where they are now to where they would like to be.
>
> Hamilton & Hamilton, 1994, p. 2

Yes—the nine exemplary career guidance programs have taken up this challenge. They are investing in the future.

REFERENCES

Maddy-Bernstein, C., & Cunanan, E. S. (1995). *Exemplary career guidance programs: What should they look like?* (MDS-855). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Hamilton, S. F., & Hamilton, M. A. (1994). *Opening career paths for youth: What can be done? Who can do it?* Washington, DC: Cornell University Youth and Work Program, American Youth Policy, and Jobs for the Future.

U.S. Department of Education, Office of Vocational and Adult Education. (1992). *Here is what we must do at school to get our students ready for work: Blueprint for a school-to-work system.* Washington, DC: Author.

CHAPTER 2

Exemplary Career Guidance and Counseling Programs: 1995

SECONDARY

CAREER AND TECHNOLOGY EDUCATION GUIDANCE AND COUNSELING PROGRAM

Address: ☞ **Garland Independent School District**
Harris Hill Administration Building
P.O. Box 46902
Garland, TX 75046-9026

Program Contact: ☞ **Dr. Phillip Gilbreath, Director**

Telephone Number: ☞ **(214) 494-8540**

Description

Located in one of the fastest growing areas in Dallas County, the Garland Independent School District (GISD) serves over 43,000 students in grades K-12 in 58 school campuses and one cooperative center. GISD offers Career and Technology Education (CATE) programs that empower students to achieve their potential and experience success through a comprehensive, integrated program. Students have access to information and receive assistance in the development of skills necessary for decisionmaking, problem solving, and career and life planning. The program is an organized team effort consisting of counselors, teachers, administrators, librarians, parents, private industries, and community organizations. Every team member is committed to promoting the educational, psychological, social, and career development of all students.

CATE counselors perform several responsibilities, including coordinating all career interest survey testing, providing personal guidance to students in making career choices and selecting appropriate courses, providing CATE course information to middle school and high school students, and serving on advisory councils. Career and assessment materials (e.g., Ohio Career Interest Survey, Boy Scout Survey, DISCOVER Computer Assisted Career Assessment, Decisions Guidance Booklet), career activities (e.g., career night, college night), and counseling strategies (e.g., individual and group counseling, classroom guidance) enable

students to do career investigation and educational planning. The success of the guidance program in addressing the diverse needs of its student population is due in part to the strong support of parents and the community.

Appendix A contains a copy of Garland Independent School District's application to the 1995 search for exemplary career guidance programs.

CAREER AND TECHNOLOGY EDUCATION
CAREER GUIDANCE AND COUNSELING PROGRAM

Address: ☞ **Katy Independent School District**
Miller Career Center
1734 Katyland Drive
Katy, TX 77493

Program Contact: ☞ **Bonny Green, Director**

Telephone Number: ☞ **(713) 396-6300**

Description

The mission of the Career and Technology Education Program in Katy Independent School District (ISD) is to integrate career awareness, technical preparation, and academic excellence to train students to become productive citizens in a global workforce. Career awareness begins at the elementary level with career week programs and the implementation of a guidance curriculum. Career exploration is emphasized in middle and junior high school where students participate in the ACT's Career Planning Program (CPP). The CPP is an assessment designed to provide students with accurate, comprehensive information about their abilities and interests and to help them explore and identify career paths.

Katy ISD's Career Guidance and Counseling Program uses individual and group counseling to address students' career development needs and concerns. Professional development activities are conducted for counselors, teachers, and other school personnel to increase their knowledge and understanding of career exploration, counseling, postsecondary training options for students, school-to-work, applied academics, and local partnerships. In addition, courses that promote increased self-concept and effective interpersonal and leadership skills, including Career Investigation, Psychology, Sociology, and Health, are offered at the secondary level. The Miller Career Center, which serves as the central site for Katy ISD, is rich with current computer-based career resources that are available to students every day.

Appendix B contains a copy of Katy Independent School District's application to the 1995 search for exemplary career guidance programs.

CAREER GUIDANCE AND COUNSELING PROGRAM

Address: ☞ **Caddo-Kiowa Vocational-Technical Center**
P.O. Box 190
Ft. Cobb, OK 73038
Program Contact: ☞ **Glenda Taylor, Program Supervisor**
Telephone Number: ☞ **(405) 643-5511**

Description

A comprehensive career development program, the Career Guidance and Counseling Program of Caddo-Kiowa Vocational-Technical Center (C/K VTC) helps secondary students from its sending schools and adult students set educational and career goals. Through a "building block" format that begins in kindergarten and continues through 12th grade, students learn the importance of continued personal growth and good communication skills, while improving self-awareness and self-advocacy, and exploring several career options. Adult students are afforded many of the same opportunities available to secondary students in a slightly different format.

Students are assisted in developing and implementing an individualized career plan based on their knowledge gained through the program. An important component of the Career Guidance and Counseling Program is job placement. To facilitate the transition from school to work, all students are required to attend job readiness classes and participate in on-the-job training in their field. Various strategies are used to assist the approximately 1,600 students every year, including individual and group counseling, career awareness activities, and testing. Materials used include vocational assessment tools and a wide variety of career resources in the form of videos, books, handbooks, and games.

Appendix C contains a copy of Caddo-Kiowa Vocational-Technical Center's application to the 1995 search for exemplary career guidance programs.

PROJECT SOAR

Address: ☞ **Metro Tech**
1900 Springlake Drive
Oklahoma City, OK 73111
Program Contact: ☞ **Brenda Nixon, Project Coordinator**
Telephone Number: ☞ **(405) 424-8324**

Description

A consortium of Oklahoma City schools initiated Project SOAR (Success Opportunities Through Articulated Resources) to plan and implement an articulated education program that includes vocational and academic education for area students. At the core of the project are career education and preparation components. Project SOAR participants have access to an extensive Career Guidance and Counseling Program that includes (1) career awareness, (2) career exploration, and (3) career planning. Each component has a well-developed curriculum that is integrated into school programs. In addition, the Oklahoma City schools' Career Guidance and Counseling Program adapted the *National Career Development Guidelines* developed by the National Occupational Information Coordinating Committee.

Each of the eleven middle schools and twelve high schools in the district has a Career Resource Center (CRC) to serve every student as well as many adults in the community. The CRCs, which are funded collaboratively through Project SOAR, Metro Tech, and the vocational-technical education program, serve as a hub—not only for dispensing information, but for the school's career development curriculum. Students earn one credit in the CRC by completing a comprehensive career development curriculum that includes making a video interview, learning the "Top Jobs in the 2000s," "dressing for success," and completing a four-year education plan. CRC files a portfolio containing assessment data, coursework, successes, honors, a résumé, and a career plan for every student on both disk and hard copy. Students, counselors, and teachers routinely use the computers and other resources in the CRCs.

Appendix D contains a copy of Metro Tech's application to the 1995 search for exemplary career guidance programs.

SPRINGDALE HIGH SCHOOL'S CAREER GUIDANCE AND COUNSELING PROGRAM

Address: ☞ **Springdale Public Schools**
1103 W. Emma Street
Springdale, AR 72764

Program Contact: ☞ **Linda Auman, Counselor Coordinator/ Vocational Coordinator**

Telephone Number: ☞ **(501) 750-8883**

Description

The Career Guidance and Counseling Program of Springdale High School (SHS) is part of a total team effort within the school to help approximately 1,600 students every year prepare for the world of work and/or further education. SHS students receive intensive career guidance and counseling by (1) taking a one-semester Career Orientation course in 8th grade during which their learning styles, career interests, and aptitudes are assessed; (2) building their career portfolio; (3) participating in guidance activities that stress teamwork, conflict resolution, and use of leisure time; (4) selecting a career major and developing a program of study during their 10th grade year; (5) taking the ASSET by ACT and/or Armed Services Vocational Aptitude Battery in their junior years; (6) attending the College Fair and Career Fair during their junior and senior years; and (7) maximizing the career resources available at the school's Career Center, a state-of-the-art facility.

A teacher advisory system, based on a Career Action Plan (CAP), makes it possible to respond to the career guidance needs of this large number of students. Teacher advisors, trained by counselors, meet monthly with approximately twenty students. The commitment of counselors, teachers, parents, administrators, business and industry, and students to continue improving the Career Guidance and Counseling Program at SHS accounts for the success of the program in (1) exposing students and parents to different educational and occupational opportunities, (2) responding to the counseling needs of a diverse group of students, and (3) assisting students to successfully transition from school to work and/or postsecondary education.

Appendix E contains a copy of Springdale Public Schools' application to the 1995 search for exemplary career guidance programs.

CHAPTER 3

Exemplary Career Guidance and Counseling Programs: 1995

POSTSECONDARY

CAREER DEVELOPMENT CENTER

Address: ☞ **San Joaquin Delta College**
5151 Pacific Avenue
Stockton, CA 95207

Program Contact: ☞ **Marcela Rodgers-Vieira, Counselor/ Coordinator**

Telephone Number: ☞ **(209) 474-5674**

Description

San Joaquin Delta College (SJDC) is a state-supported community college located in a low socioeconomic area in Stockton, California, with an estimated enrollment of 18,000 students. The student population is highly diverse with 48% white, 20% Hispanic, 6% African American, and 26% Asian and others. To prepare SJDC students for the challenges of a changing workplace and increased global competition, the Career Development Center (CDC) assists all students and potential students at SJDC with the much needed career life planning process. The CDC framework is based on the *National Career Development Guidelines*, the California Community College (CCC) Student Matriculation Plan, the CCC Quality Indicators for Gender Equity and Single Parent/Homemaker Programs, and other career development resources.

The purpose of the CDC is to (1) enhance students' self-knowledge, and (2) refine skills in seeking and processing information, analyzing career problems, formulating creative solutions, choosing the most promising career opportunities, and implementing plans to accomplish goals that integrate their personal and career aspirations. The career life planning process empowers students to face career problems and crises, as well as to acquire skills and hone capabilities to manage their own career development over a lifetime. CDC offers numerous services, including assistance on educational, career, and occupational exploration; decisionmaking and goal setting; scholarship/financial aid information; résumé writing;

college orientation; child care grants; and interview skills refinement. The strategies used by CDC staff in reaching out to students are individual assistance, group presentations and workshops, a sequence of one unit career development courses, and independent study.

Appendix F contains a copy of San Joaquin Delta College's application to the 1995 search for exemplary career guidance programs.

JOBS PROGRAM—OWLS

Address: ☞ **Northeastern Oklahoma A&M College**
P.O. Box 3989
200 I Street Northeast
Miami, OK 74353

Program Contact: ☞ **Dr. Sue Stidham, JOBS Program Director**

Telephone Number: ☞ **(918) 542-8441**

Description

Designed to assist individuals who are Aid to Families with Dependent Children (AFDC) recipients, who are displaced homemakers, who have dropped out of schools, and who are "trapped" in low-paying jobs, the JOBS Program – OWLS (Older, Wiser, Learning Students) at the Northeastern Oklahoma A&M College in Miami, Oklahoma, has given these individuals the hope and the opportunity to become self-sufficient and break the cycle of dependency on the welfare system. The program collaborates with various agencies such as the Department of Human Services, Job Training Agency, Native American organizations, area churches, and community-based organizations in helping these adult students realize their dream of obtaining an education.

Prior to admission to the program, OWLS participants complete a comprehensive intake process that involves an evaluation of cognitive, behavioral, and social skills, as well as needs, interests, and abilities. Students work with counselors in making educational and career decisions. When admitted to the program, students sign a contractual agreement to ensure program compliance and student success. Counseling services include individual and family therapy, physical and sexual abuse therapy, substance abuse counseling, and parenting and educational services. An essential educational service that OWLS participants receive is the availability of highly qualified tutors in math, science, health science, and English. These tutors also assist in delivering the employability module that includes "Return to Learn," résumé building, and job readiness skills.

Appendix G contains a copy of Northeastern Oklahoma A&M College's application to the 1995 search for exemplary career guidance programs.

THE PATHWAY PROGRAM

Address: ☞ **St. Petersburg Junior College**
P.O. Box 13489
St. Petersburg, FL 33733
Program Contact: ☞ **Tonjua Williams, Coordinator**
Telephone Number: ☞ **(813) 341-3767**

Description

The Pathway Program paves the way for aspiring disadvantaged and other underrepresented students to enter the Nursing and Allied Health Programs in St. Petersburg Junior College. The program takes pride in its strong career guidance component and other services that enable students to increase their self-esteem and self-advocacy; improve their socialization, work, and study skills; gain knowledge on conflict resolution and problem solving; and make career decisions that match their interests, abilities, and aptitudes.

Services provided to Pathway participants include counseling, remediation, tutoring, assessment, financial assistance, resources, mentoring, career shadowing, and a well-planned curriculum. Pathway students sign individualized contracts that outline the expectations and requirements they have to fulfill. In addition, students can avail themselves of the services offered by other resource centers such as the New Initiative Program and Career Center. Successful graduates become ambassadors of the program. The impact of the program to students is captured best by one graduate's remark: "I want to give back what was given to me."

Appendix H contains a copy of St. Petersburg College's application to the 1995 search for exemplary career guidance programs.

STUDENT SERVICES/COUNSELING PROGRAM

Address: ☞ **Renton Technical College**
3000 N.E. 4th Street
Renton, WA 98056
Program Contact: ☞ **Michael Crehan, Counselor**
Telephone Number: ☞ **(206) 235-5840**

Description

The Student Services/Counseling Program, an integral part of the Renton Technical College in Renton, Washington, serves a diverse student population that has an average age of 32. The program was established to serve all students, not just those who come to the counseling center. Guided by the *National Career Development Guidelines* and *A Guide for Counseling and Guidance Services* in Washington State, counselors are achieving their goals of facilitating (1) lifelong learning competencies; (2) personal effectiveness competencies required for social and personal development; and (3) life role competencies in multiple settings, including school, home, work, and community.

Students' basic skills, interests, and aptitudes are assessed to determine career direction. Counselors assist students in setting educational and life goals and in making appropriate career choices. They also act as a liaison among students, agencies, faculty, and administrators. To enhance student success, the Student Services/Counseling Program provides support services, including counseling, financial aid information, co-op placement, job fairs, career fairs, tutoring, transportation, child care, and mentoring. The program has been successful in graduating approximately 1,200 students from the various occupational programs each year.

Appendix I contains a copy of Renton Technical College's application to the 1995 search for exemplary career guidance programs.

APPENDIX A

GARLAND INDEPENDENT SCHOOL DISTRICT'S CAREER AND TECHNOLOGY EDUCATION GUIDANCE AND COUNSELING PROGRAM

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

The mission of the Career and Technology Education Guidance and Counseling Program in the Garland Independent School District (GISD) is to provide comprehensive guidance and counseling services in a way that ensures excellence, equity, and a quality education for all students and thereby empowers students with the skills to enable them to achieve their highest potential.

The GISD, a nonprofit organization, serves students from the three communities of Garland, Rowlett, and Sachse. The district encompasses some 103 square miles and serves approximately 43,000 students K-12 during the 1994-1995 school year. The district gains 1,500 to 2,000 new students each year.

Career and Technology Education (CATE) programs are offered to students in grades 7-12, on twelve middle school and six high school campuses. There are some 17,000+ students in grades 7-12 in the GISD. During 1993-1994, 115 CATE teachers and 6.5 CATE counselors served 9,235 students, grades 7-12, in CATE programs. Out of the 9,235 students served, 354 were pregnant and/or parenting teens, 3,219 were nontraditional enrollees, 299 were LEP/Immigrants, 5,687 were disadvantaged, and 679 were students with disabilities.

Considering the diverse needs of the large population served each year, CATE's 6.5 guidance and counseling personnel are challenged to respond to a greater diversity of individuals. This challenge includes the need to provide access to high-quality programs that meet the unique needs of such groups as women, minorities, the poor, immigrants, and those with disabilities. Achieving excellence and equity for each student is a reality for GISD's students due to the leadership of the CATE guidance and counseling staff.

The Career and Technology Education Guidance and Counseling Program has been in existence since the early 1970s. The purpose of the program is to provide guidance and counseling services that include self-knowledge, education and occupational exploration, and career planning in a way that ensures excellence and equity for all GISD's students.

The goal of GISD's Guidance and Counseling Program is to provide ALL students a sequential program, which will result in successful educational, career development/planning, and placement. The Career and Technology Education Guidance and Counseling component has the responsibility to provide a comprehensive career development program to all students. The GISD's CATE Guidance and Counseling Program is an integral part of a comprehensive, integrated educational program designed to provide all students with a well-rounded applicable and relevant education, enabling students to develop skills and knowledge that are transferable to their work and home lives. The program is an organized team effort made up of counselors, teachers, administrators, librarians, parents, private industry, and community organizations. All team members are committed to promoting the career development of all students.

Methods and/or strategies used to achieve this goal include the following: outreach, counseling, assessment, instruction, career information, work experience, consultation, referral, placement, and follow-up activities. Evidence of success of the CATE Guidance and Counseling Program efforts appears in the success of its graduates.

Each year the previous year's graduates, that is, graduating seniors who participated in GISD'S two or three hour pre-employment laboratory or cooperative education components are contacted. Observable outcomes attained by 775 completors during the 1992-1993 school year document that 160 were employed in a field related to their high school training, 395 were pursuing additional education, 120 were employed in other fields, 33 were engaged in full-time military service, 23 were unemployed but seeking employment, 30 were not in the labor force and 14 could not be located. Similarly, in 1993-1994, 645 completors were contacted: 166 were employed in a field related to their high school training, 311 were pursuing additional education, 83 were employed in other fields, 31 were engaged in full-time military service, 25 were not in the labor force, 27 were unemployed but seeking employment, and 2 could not be located.

Providing a program that ensures students access to information and assistance in the development of skills necessary for decisionmaking, problem solving, career and life planning, and personal living that empowers them to achieve their potential and experience success and gratification from whatever they choose to do is the goal of the CATE Guidance and Counseling Program. Year after year, the follow-up data on the previous year's graduates affirm that the program is effectively meeting the needs of GISD's students and is preparing young people to effectively live and work in this period of dramatic change and an ever changing future.

Program Operation

The CATE Guidance and Counseling Program in GISD is a comprehensive program designed to assist students with personal, economic, and technical awareness that encourages growth, and development of skills leading to productive, satisfying careers and to support the CATE programs which are the vehicles of the students' journey to that end.

Each of the five high schools is served by one full-time CATE counselor and three of the five also are served by a halftime special populations counselor. In addition, the Evening High School is served by a part-time counselor. Their student population is made up of all students enrolled in co-ops, two-hour labs, and some selected one-hour labs. Their approximate student loads for the 1993-1994 school year were as follows:

	Total Enrollment	% 12th Grade Students	% 11th Grade Students	% 10th Grade Students	% 9th Grade Students
Garland High	386	64	32	1	3
South Garland*	360	55	30	15	
North Garland*	375	51	36	13	
Lakeview Centennial*	341	63	36	1	
Naaman Forest	368	53	42	5	

*Campuses served by special populations counselor

The CATE counselors provide equivalent services to those provided by a regular counselor and participate in most of the other duties performed by regular counselors. In addition, they coordinate all Career Interest Survey testing; assist in identifying and recruiting for

CATE programs; serve on advisory councils; support co-op and lab teachers in the day-to-day operation of their programs; attend and assist with local area and state student contests and activities; disseminate CATE information; coordinate CATE contact hour report for state CATE funding; coordinate CATE data systems report for federal funding; interpret and administer various CATE guidelines as they apply to students; provide personal guidance to CATE students in making career choices and selection of appropriate support courses; provide CATE course information to middle school and high school students; represent the CATE administrators at each annual Admission Review and Dismissal (ARD); provide documentation of all at-risk age appropriate student placements in CATE courses; represent GISD at district, regional, and state CATE conferences; and coordinate special CATE student scholarships.

The special populations counselors serve 100 highly at-risk seniors on each campus they serve. They provide intense attention to student needs by maintaining frequent contact with students, teachers, and parents. They also represent CATE administrators at annual ARDs and serve as liaisons for middle school counselors working with special education students in CATE programs. The regular counselor or the special populations counselor works in conjunction with the diagnostician to review vocational testing of all special education students grades 7 through 12 and writes the summary which is used at the annual ARD.

Outcomes attained are identified by the VEDS report (Federal Funding Systems), which tracks students' employment status one year after graduation. Instructional approaches used by CATE counselors include individual and group guidance. Materials used include DISCOVER program, InterLink correspondence, Career Interest Survey, Boy Scout Career Survey, COPS, Decisions Booklet, student course guide, and student credit profile.

GISD currently has an articulation agreement with Dallas County Community College in the area of Child Development, Electronics, and Computer Assisted Drafting (CAD). Students in second-year Clinical Rotation or Health Occupations Cooperative Training (HOCT) may earn three hours of dual credit in Medical Terminology per an agreement with El Centro Jr. College.

A Typical Day in the Life of a CATE Counselor

7:00 Review mail and prioritize items which require action.

7:05 Review "To Do" list prepared the evening before.

7:10 Respond to "drop in" students requesting schedule changes, scholarship, information, ACT & SAT forms, financial aid packets, and mini-crisis.

7:25 Respond to teacher requests regarding specific students.

7:30 Respond to parent calls regarding student progress, student conflicts, college information, ACT & SAT, graduation requirements, and Texas Assessment of Academic Skills (TAAS) results.

7:45 Call students to office individually to discuss grades, progress reports, graduation plans, applications for next year's programs, and so on.

8:00 Attend annual ARD; discuss vocational testing/career plans; and discuss programs available to support the plans.

8:20 Continue to see students.

9:00 Attend annual ARD (see 8:00 a.m.).

9:20 Return calls to parents (see 7:30 a.m.).

9:30 Return calls to employers wanting information about our programs and seeking prospective employees.

9:40 Discuss specific student with academic teacher having problems with that student.

9:50 Review print out of schedule changes from previous day and print copies to be forwarded to administration for state contact hour report.

9:55 Discuss career plans with students using DISCOVER to locate information regarding a specific career, related careers, and educational institutions which might provide appropriate training.

10:25 Attend ARD (see 8:00 a.m.).

10:45 Enroll new student.

11:15 Lunch

11:45 Return additional parent calls.

12:00 Respond to co-op and lab teachers regarding specific students, current students, and next year's prospects.

12:10 Discuss progress of specific students with various military representatives.

12:15 Review career information received in mail from SOICC (State Occupation Information Coordinating Committee), InterLink, and so on. Prepare announcement to students or copies for teachers to use in classroom.

12:30 Work on projects: TAAS testing, senior failure letters, Career Interest Survey, VEDS reports, 6 weeks contact hour report, identification of Texas Scholars, and so on.

1:30 Meet with regular counselors regarding in-house organizational matters.

1:45 Attend ARD (see 8:00 a.m.).

2:00 Send for students who have requested to see counselor.

2:25 Prepare and mail ARD report to CATE administration.

2:30 See "drop in" teachers and students.

2:50 Respond to additional phone messages.

3:00 Plan and prioritize tasks for next day.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Guidance and Counseling Program Plan

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

- *Administration of the Ohio Career Interest Survey* – The Interest Survey is given to CATE students to help them understand how their interests in certain job activities are related to careers. This understanding contributes to a positive self-concept, aids in developing goals, and facilitates planning for career development. The Career Survey Planning booklet is administered by CATE teachers as a follow-up to the survey. The planning booklet emphasizes the importance of providing continued training and experiences as part of preparation for and growth within their chosen career area.

- *Administration of the Boy Scout Survey* – This survey is given to CATE students to give them an opportunity to identify career areas in which they have interest. Identification of compatible career areas complements the Ohio Career Interest Survey, contributes to positive self-concept, and initiates career planning and developing.

- *DISCOVER Computer Assisted Career Assessment Instrument* – Each GISD high school campus has DISCOVER available. Students have access to the program as a class, by referral, or simply by using the DISCOVER computer on their own. This career information delivery system contributes to students' positive self-concept by identifying their interests, abilities, experiences, and values, and communicating a relationship of those items and the world of work. This program contributes to the students' knowledge and understanding of the importance of growth and development by assessing their progress, assisting in career planning, and providing direct access to occupational and educational searches and databases.

- *Career Night* – Students and parents attend an information fair event at the school campus, meeting and visiting with representatives from different business and industry groups, postsecondary training institutions, and

government agencies. Students have the opportunity to develop and demonstrate positive interaction with each other and the adult representatives concerning possible career goals and strategies to attain those goals. This interaction assists students in developing a positive self-concept and demonstrates the effects of a positive self-concept and the necessity for continued growth and development for their desired career goals.

- *College Night* – This event is similar in design and operation to the Career Night. Students develop and experience the impact of a positive self-concept through their interactions with college and university representatives. Students have the opportunity to identify a variety of pathways for preparation involving college and see the importance, impact, and correlation of continued growth and development in their career goals.

- *"Decisions" Guidance Booklet* – This publication was created by the GISD and distributed to its students. The booklet informs students of the many options available in the district and underscores the need for planning for their educational growth and development with their career goals in mind. The booklet relates the students' high school coursework to career goals and provides literally thousands of options for a coherent sequence of courses that will prepare them for those goals. The publication is complete with a four-year planning worksheet.

- *Student Information Sheets* – Students fill out a Student Information Sheet that asks them to describe their extracurricular activities, special academic awards and achievements, and other awards and achievements. This activity helps to develop a positive self-concept by focusing on their successes. The students realize the impact of these activities as the counselors use the information to write recommendation letters. The fact that students formally communicate their assets contributes to their ability to interact positively with others.

- *Classroom Visits* – Counselors visit classrooms to discuss career options, postsecondary training, and other issues. The importance of self-concept is emphasized in a variety of ways, including its role in selecting a college, career, and life plan. Students are provided time to interact openly and discuss

these issues in a positive and supportive environment. Many students follow up the session by writing reports for class credit on careers or preparation for their career goals.

- *Individual Visits* – Many one-on-one sessions are held with counselors and students. Through these sessions, students are often able to develop a positive self-concept and understand its effect on their lives. Many times students are able to find more productive and positive ways of interacting with parents, teachers, employers, and fellow students by working through a problem and/or learning to address an issue in a responsible way. Understanding individual differences, including learning styles and preferences, helps students take the initiative to solve problems independently.

- *Group Sessions* – Group sessions are held with students that are identified or referred for specific concerns. There are often advantages of a group session for some issues such as peer/social pressures, improving academic performance, or developing career goals. These sessions emphasize the importance of a positive self-concept and provide a positive interactive environment for students to probe such issues. Students often share positive approaches to issues that have worked for them in the past. Students themselves often express the need for continual growth personally and professionally.

- *Involvement in Student Youth Leadership Organizations* – Counselors find a variety of involvement in the various student youth leadership organizations, including encouraging student participation during classroom, group, and individual visits; accompanying students to various activities; participating as judges during competition; assisting with meetings and award assemblies; and so on. The students experience the importance of a positive self-concept through student competitive events and motivational speakers at such events. These student youth leadership activities also provide opportunities to develop skills to interact positively with each other as well as with students and adults from outside their school. By providing an opportunity for students to demonstrate the skills they have developed in a healthy competitive environment, these events often awaken an appreciation for the training and growth they have experienced through their courses and field experiences.

- *Counselor Packets* – Packets with a variety of materials are distributed to students. These packets include information addressing such issues as planning for courses, graduation, testing, scholarships, and college applications. The students are given the opportunity to take action for themselves in planning for their future, with the counselors available for assistance if needed. This empowerment contributes to a positive self-concept. Much of the action the students take involves formal interaction with others in a positive way. The focus of most of the material is on the students' growth and development—academically and occupationally—for their future.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

CATE counselors meet with each student who has expressed an interest in a CATE program during the spring semester to discuss career options and the academic and CATE courses available to support their tentative choices. The importance of maintaining good grades, a good attendance record, and a good attitude are stressed as criteria for being accepted into the CATE programs.

Assisting students to set goals and guiding them as they map out their chosen pathway helps the students gain ownership of the career pathway they are pursuing and promotes a positive attitude and enthusiasm for their journey.

Frequently, students have no idea or only very vague ideas of what might be appropriate career options for them to pursue. In these instances, the CATE counselor reviews the results of their Career Interest Survey with them to help them focus on their strengths and weaknesses and assessed interests. Students searching for information regarding specific careers are referred to the "DISCOVER" system. The students have the options of printing accessed information to take home to discuss with their parents and/or reviewing the information with the counselor.

The following tools are utilized to assist the students in their educational and occupational exploration:

- *DISCOVER Computerized Data Base System*
    - Locate information about a career field in which interest has been expressed.

- Identify and explore a specific career.
- Identify schools and institutions which offer programs in their chosen field.
- Locate information regarding a specific college or career training institution.

- *Ohio Career Interest Survey*
  - Provides student with information regarding how their interests relate to the world of work. A booklet provided with survey results suggests course areas that support the career areas selected.
  - Provides guidance counselor with information when assisting students to choose a career pathway graduation plan and selecting appropriate courses to support that career choice.

- *InterLink Documents* – Regional Labor Market Information which forecast the labor market through the year 2000 and provides vital labor market information.
  - Information transmitted to students via handouts provided to CATE co-op and lab teachers, posted on bulletin boards, or announced to student body during morning announcements.
  - Information distributed to academic counselors to be used when advising students about careers.

- *"Decisions, Decisions, Decisions"* – District publication suggests possible career pathways based on student awareness of interests and strengths. Also, it recommends foundation courses, course sequences, and extracurricular activities that provide experiences, which enhance personal development useful in that pathway.
  - Used by counselor when discussing career choices and choice of subjects for the next school year.
  - Used by parents and students to explore career possibilities.

- *Workforce 2000* – One morning is set aside, campuswide, for each teacher to invite guest speakers from the community to speak to their 1st and 2nd period classes about their careers. Among the many topics discussed are the importance of setting high standards for achievement, the development of self-discipline to meet and exceed expectations, key personal attributes required for success, economic opportunity, tasks performed, the job market, and specific pluses and minuses of their careers.

  Students are given ample opportunity to ask questions to further explore their interest in this field. Students have the option to attend other class presentations if they wish to hear from a speaker in another field on a space available basis.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

- *Group Sessions* – Group sessions are held with students that have common or similar interests or concerns such as course decisions, grades, postsecondary plans, and so on. Individual decisionmaking skills are emphasized. Students often brainstorm and share actions that have worked for them in the past when dealing with similar issues. Students discuss how school and work effect their relationships with friends, family, coworkers, and others. When discussion focuses on career decisions, the changes in male/female roles in traditional occupations are stressed, and students are encouraged to pursue career pathways that agree with their interests, aptitudes, and values. Often priority occupations become a topic of discussion. Information on these occupations from InterLink and the Texas Education Agency is shared with the students.

- *Individual Sessions* – Many individual sessions are held between the counselor and student and a variety of topics are addressed. One goal of most of these sessions is to develop the student's skill in making responsible decisions. The student becomes aware of how these decisions (behavior, career, college/trade school, and so on) affect his or her relationships with parents, school, friends, and so on. The student learns to meet his or her needs in nondestructive ways. Common issues include the demand of too many employment hours, neglect of schoolwork, stormy family relations, dislike of school, and no

plans or goals for the future. The student often finds that one issue affects many areas of his or her life. When discussion is directed at career pathways and course selection, emphasis is made on the changes in male/female roles, and the student is encouraged to pursue coursework and preparation that is consistent with his or her interests, aptitudes, and values. As in the group sessions, the student is provided with information regarding priority occupations.

- *Classroom Visits* – Counselors visit classrooms to present and discuss information on college/trade school enrollment and careers. The students are updated on changing male/female roles and the value of selecting an occupational pathway based on interest, aptitude, and values. The value and impact of a person's career is emphasized. Students are introduced to college and trade school reference texts and the application/enrollment process. Some classroom visits administer the COPS career survey and students follow the survey with a research report on various careers for class credit.

- *Career and Technology Bulletin Board* – Counselors maintain a bulletin board that addresses current trends in employment, priority occupations, and changes in male/female roles. Information is shared for sources such as InterLink, Texas Education Agency, and SOICC.

- *Career and Technology Recruitment Video* – Students currently enrolled in career and technology courses are filmed as they share the benefits of the programs they have experienced. The videotape is shown to other students during registration to attract those with similar desires to the programs. The video communicates the positive affects of employment and becoming involved in a career program. In addition, the video demonstrates the changing male/female roles in career areas as both males and females are shown enrolled and successful in each of the career area programs.

- *Administration of the Ohio Career Interest Survey* – The survey is given to career and technology students to assist them in career planning, preparation, and transition by showing them how their interests are related to careers. This career decision approach contributes to the students' decisionmaking skills and supports the concept that careers should be selected free from

sexual stereotyping. The Career Survey Planning Booklet that follows the interest survey helps students develop skills in career planning.

- *Career Night* – Students and parents are given the opportunity to meet with representatives from different business and industry groups, postsecondary training institutions, and government agencies to receive information on career areas, employment outlook, and career planning. Representatives with insight into these areas are able to assist students and parents in developing skills in career planning, including accessing community resources. Students are also able to communicate directly with industry representatives and government agencies regarding the continuous changes in male/female roles.

- *College Night* – Similar to Career Night, College Night provides students and parents with the opportunity to meet with college representatives. Students develop career planning skills as representatives answer such questions as getting the right degree for the right career, college application, scholarships, and entrance requirements. Students are often able to find out what percentage of their graduates are able to enter certain career fields.

- *DISCOVER Computer Assisted Career Assessment Instrument* – The DISCOVER career information delivery system is available to all students on each campus. Students develop understanding and skill in career planning by seeing how their interests, abilities, experiences, and values relate to the world of work and their career selection. DISCOVER assists the decisionmaking process by providing a list of compatible occupations to students, and assists skills in career planning by providing a list of colleges that will provide the kind of training necessary for each of the career areas.

- *"Decisions" Guidance Booklet* – The Decisions publication contributes to the development of skill in career planning as well as decisionmaking. The booklet provides the students with a detailed presentation of 36 different graduation plans from which they can design their plans for graduation from high school. Each plan provides a listing of careers associated with the courses included in that plan. Students see the relationships of the courses in which they are and will be enrolled, their role as students, and the career area they have selected.

- *Select-a-College Disk* – This IBM compatible disk is available to students to assist them in selecting colleges that are compatible with their career interests and college preferences.

- *Library of Career and College Reference Texts* – Counselors maintain a library of career and college reference texts available to students to check out. These texts assist students with the career planning process.

2. Addressing the Needs of Diverse Student Populations

Today, young people are being faced with more pressure in their daily lives. Consequences of these pressures are numerous and overwhelming for the students and their parents. Many are at-risk of dropping out of school. Great care and consideration is afforded to all students, but particular attention must be provided to the diverse special populations in our district that are at-risk of dropping out of school. CATE program placement may be based on the students' individual needs at age appropriate levels.

The New Horizons program, GISD's program for pregnant and parenting teens, offers this fragile population comprehensive services, both academic and social, and support.

Students with disabilities who are eligible for special education services must have an educational program developed in collaboration with members of the child's Admission, Review, and Dismissal (ARD) Committee. Students may be placed in any of the CATE programs deemed appropriate based on aptitude, interest, and a review of various assessments. A CATE program representative (usually the CATE counselor) is a part of the ARD Committee process when any CATE placement is being deliberated by the ARD Committee. The diagnostician and CATE counselor review the assessment data and cooperatively develop a written recommendation for placement prior to the ARD Committee meeting to assure placement of the student in the least restrictive environment.

It is the policy of the GISD not to discriminate on the basis of race, color, national origin, sex, or handicapping condition in its CATE services and/or activities.

3. Program Support Services

Two of the 6.5 CATE counselors in GISD are designated as special populations counselors. They serve the most underserved in our school population or specifically those students who require special attention, nurturing, and encouragement. The special populations counselors focus primarily on the at-risk students (those academically disadvantaged) and students with disabilities.

At-risk age appropriate placement is designed to provide flexibility in determining the types of academic options as a means of assisting at-risk students toward graduation. The New Horizons program, GISD's program for pregnant and parenting students, provides comprehensive and ongoing case management via a collaborative effort with the North Texas Chapter, March of Dimes Foundation grant, that funds a master's level certified social worker to work with this special population.

Special needs students, those with disabilities, are afforded an array of services by the CATE special populations counselor. Evaluation of assessment data in collaboration with the special education diagnostician is an essential role of this counselor's position.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

The GISD CATE guidance and counseling staff has always involved parents and family members through advisory committees, Career Nights, College Nights, PTSA, principal's coffees, career fairs, subject selection, and general counseling sessions. In addition, parents are involved in the creation of four-year plans, teacher conferences, and special events such as "Freshmen Fairs" during which each club, organization, and sport brings banners, students in uniform, and pamphlets to explain to the parents at a night meeting their requirements and benefits of participation; and "principal's coffees" during which parents are encouraged to come and participate at night in once a month "let me speak to the manager" type meetings with counselors and school administrative personnel. Parents also serve a vital function on the advisory committees. Their input helps the counselors as well as teachers effectively plan for and monitor the CATE classes' guidelines and curriculum.

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

Academic and CATE teachers are involved in the guidance and counseling program in a variety of ways. Many of the CATE teachers have career guidance units in the essential elements of their course. These teachers excel in providing the students with the most appropriate assessment tools and career planning. The students are provided field trips to local community colleges. These tours focus on the students' career interests and are valuable learning experiences. The resources in the school library are targeted for information gathering, and the Discovery Program targets the occupational clusters. The entire faculty is involved in the "Elective Preview." The cooperative effort of each academic department contributed to the success of the event. The "Elective Preview" helps to expand the general knowledge of the varied course offerings in the CATE field. The courses are presented in relationship to interest and aptitudes. In addition, the school hosts a "Club Fair." This activity focuses on the clubs offered in the academic and technology areas. Underclassmen are encouraged to participate in clubs which relate to their academic and interest areas. In today's job market, the focus must be on excellence in the classroom. The teachers stress the importance of student achievement. The counselors work to bring informative material through the "Reach for Success" program. The program targets college admissions assessment, career success, and financial aid. All endeavors of the faculty are a cooperative effort to ensure that the GISD students can be informed and prepared for the future.

3.1 Intra-Agency Collaboration

- *Coordination with Departments (Planning, Research and Evaluation, School Improvement, Special Education, and Special Programs)* – This is vital to the success of the guidance program of which CATE is a part.
- *Coordination Activities*
    - Assessment of student abilities, aptitudes, needs, and interests
    - Promotion of CATE program areas and courses
    - Appropriate scheduling/placement of students

- *Benefits of Collaboration*
  - Alignment of students with pathways, programs, services, and resources palatable with abilities, aptitudes, needs, and interests
  - Increased achievement
  - Preparation to enter the workforce and pursue postsecondary education

3.2 Interagency Collaboration

- *CATE Counseling Staff*
  - Works as an integral part of the campus support team and works with external agencies (BSA, Teach Prep, InterLink, Inc., Region 10 ESC, business/industry, civic organizations, TEA, private counselors/ centers, and advisory committees).
  - Works to match needs/desires of students with services, resources, needs, and opportunities available.
- *Benefits of Collaboration*
  - Preparation for school to work and postsecondary training
  - Addresses needs of all populations.
  - Builds partnership with parents, community, business, and industry.

4. Collaboration with Business

Following the September 20, 1992, announcement in the *Garland News* of the purchase of land to build GISD's sixth high school, a meeting was called for the District-Wide Advisory Committee to meet on October 1, 1992. Participants in the meeting were GISD CATE administrators and counselors and representatives from the Texas Employment Commission, InterLink, and Chambers of Commerce. InterLink is a regional Quality Work Force Planning Commission whose mission is to bring business, government, and education together to develop a skilled workforce for the future.

The advisory committee's task was to address the worker of the future and the skills needed to be successful in the areas of projected need. This information was then used to assist in the planning of the CATE programs for the new high school. InterLink's publication, which was prepared for the joint advisory committee/GISD administrators and counselors meeting, addressed priority occupations, and contained information describing job openings, wage rates and duties, and emerging occupations.

C. *Institutional Support, Leadership, and Program Evaluation*

1. Institutional Support

The GISD has employed CATE counselors since the early 1970s. New programs were added, the construction of new buildings began to handle growth, and the position of vocational counselor had its beginning. The role of the CATE counselor has been clearly evident. With comprehensive offerings across the district, administrative staff at the campus and central offices rely heavily on the CATE leader/expert on the high school campus to work with feeder middle schools to provide orientation and assessment for students preparing to enter grades 9-12.

The CATE counselor serves as a liaison at the campus. The position is key to young people and is a part of the counseling support team. There are no ratios of counselors to student/clients except for the one and one-half counselors serving special populations/at-risk students. Otherwise, the limited counseling staff normally is responsible for students enrolled in two or three period labs and cooperative education programs. Most of these students are juniors and seniors. Students enrolled in single period classes are assigned to members of the regular guidance and counseling team.

2. Facilities

GISD has a very strong commitment to CATE instructional facilities. Each high school has a number of CATE lab classes that are unique to that campus. Examples of these are Cosmetology I and II and Industrial Electronics I and II at South Garland High School; Automotive Collision Repair I and II, Building Trades I and II, and Welding I and II at Lakeview Centennial High; and Food Production, Management and Services I and II, VEH General Mechanical Repair I and II, Mill and Cabinetmaker I and II, and Machine Shop I and II at Garland High School. Each of

these campuses have facilities and teaching tools that more than match any college level course or private institution. The commitment that GISD has toward CATE facilities starts with the pre-planning stages with the school board before blueprints are considered and continues with the smallest detail of equipment update years after the program starts. The counseling staff has these facilities on each campus where either groups of students or individuals can be counseled and taught. Each CATE counselor also has available the testing rooms, conference rooms, and offices of the regular counseling staff as well as the facilities of the entire school.

3. Financial Support

The primary cost of the CATE Guidance and Counseling Program is for staffing. There are 6.5 CATE counselors serving the students in GISD. Selecting and retaining quality personnel to serve our students is essential. GISD's CATE counselors are all well-respected and held in great esteem. All hold a master's degree and two hold an LPC credential. They are all on extended contracts, 202 days. Each counselor has a private office equipped with a computer, peripherals and all required software, telephone, bookshelves, books, periodicals, and an array of assessment materials and funds for in and out of district travel. In summary, annual costs associated with this program include

Salaries and Benefits for 6.5 CATE counselors	$292,500
Office —furnishings, computer(s), telephone, books, periodicals, career reference library, videos, testing materials, and so on. $7,000 per counselor (Most of this cost would be incurred during the first year only. Subsequent years require a minimum amount budgeted for testing materials and updating reference materials—at least $500 per year per counselor.)	49,000
Travel ($600 each)	4,200
Supplies ($500 each)	2,000
Staff Development/Professional Training ($500 each)	3,250
	$352,950

Funding sources for this program comes from three sources: local, state, and federal tax dollars.

4. Guidance Personnel Qualifications

The diverse teaching background and work experience of the counselors prior to entering the counseling profession enhances their effectiveness in assisting students with careers and/or college choices. The teaching experiences of the counselors range from elementary teaching to university teaching. Several of the counselors come from the ranks of vocational teaching, thus providing an even greater understanding of the CATE students. Several counselors have been leaders in a disparate range of milieu, that is, talk shows, publications, seminars, high school commencement addresses, and so on. Although many of these activities occurred prior to entering the counseling profession, each encounter has augmented the effectiveness and growth of the participants by providing an array of experiences which has broadened the scope of the counselors.

5. Professional Development

Each school year is ushered in by full attendance by all CATE counselors at a three-day Texas Education Agency-sponsored meeting in Austin, Texas. This meeting is always followed by seminars and workshops throughout the year that are carefully chosen to stay abreast with issues affecting serving students. Most active in continued professional development are the special populations counselors and those who maintain credentials as licensed professional counselors. Each counselor also serves on multiple advisory committees—for example, New Horizons, Home Economic Cooperative, Business Professional, International, and so on. While some counselors have led peers in group development activities such as medical and vocational Admission Review Dismissals (ARDs), most professional developmental activities are conducted on a less formal basis as faculty administrators seek the advice of the CATE counselors on an individual basis.

6. Program Evaluation

Career and Technology Education is monitored at district and state levels. Evaluation is performed using *Results-Based Monitoring for Career and Cosmology Education*. This new document will be used in the fall of 1995 as a district self-evaluation. Previously the GISD participated as one of 17 districts using pilot instruments. This instrument monitors (1) Performance Review Indicators and (2) Compliance Review

Indicators. Evaluation instruments include an indicator statement, source of information, where to look for support documentation, and how to determine degree of compliance. School districts as well as the Texas Education Agency will have the results of the evaluation/RRM process.

CATE counselors have a vital role in compliance, which provides the framework upon which quality programs are built. Recent Texas Education Agency compliance and monitoring visits have yielded the GISD excellent results. Those results are due to quality teachers and excellent CATE counselors.

The annual evaluation instructions for vocational (CATE) counselors is included in the Appendices. Findings of RBM, counselor evaluations, student achievement, enrollment, attendance, dropout rate, and follow-up measure the degree of success for students, departments, and the GISD.

7. Follow-Up of Program Completors and Noncompletors

The procedure utilized by program staff to collect follow-up information is guided by the Texas Education Agency. Forms for student follow-up and employer follow-up are provided from the state agency. The CATE counselor(s) coordinate the follow-up efforts on their campus. Data is collected via a database developed by the GISD Computer Services Department in cooperation with the CATE counselors. This follow-up report is the accountability system for program effectiveness. Our goal is to ensure that graduates are prepared for further education and/or work. Our completor/follow-up report is carefully analyzed by our state and federal legislators and most certainly by our local school board and administrators. One year after high school graduation, the majority of graduates are employed in the field for which they trained or are pursuing additional education. The combined totals in these two categories for both years affirm the exceptional work the CATE counselors do in focusing in on students and their needs.

Follow-up is not conducted on noncompletors.

APPENDIX B

KATY INDEPENDENT SCHOOL DISTRICT'S CAREER AND TECHNOLOGY EDUCATION CAREER GUIDANCE AND COUNSELING PROGRAM

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

Katy Independent School District's Career Guidance and Counseling Program has been in existence since 1979. The Katy Independent School District mission statement is as follows:

> The Katy Independent School District (ISD), through a balanced, dynamic curriculum and a cooperative partnership with parents and community, will prepare students for the changes and challenges of the future, empowering them to pursue productive and fulfilling lives.

The mission of Career and Technology Education in the Katy ISD is to integrate career awareness, technical preparation, and academic excellence to train students to become productive citizens in a global workforce.

Career and Technology Education students will be . . .

- **Self-Directed Learners**, who demonstrate the ability to create options for themselves, monitor and evaluate their progress, and assume responsibility for continued learning.
- **Collaborative Workers**, who use effective leadership and group skills to develop and manage interpersonal relationships with culturally and organizationally diverse settings.
- **Complex Thinkers**, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a future characterized by constantly evolving technology.
- **Community Contributors**, who contribute time, energies, and talents to improving the welfare of others and the quality of life in diverse communities.

- **Quality Producers**, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of advanced technologies.

Program Operation

The Career Guidance and Counseling Program strives to serve *all* Katy ISD students in Kindergarten through 12th grade. The Katy ISD Tech Prep Model illustrates the process in which career awareness, career exploration, and focused education/career preparation is available to all students. The goal of this process is to promote postsecondary training and lifelong learning for all students.

Career counselors view "train-the-trainers" as a means to extend career guidance services to all students! Staff development is utilized to train professionals to better understand applied academics, local partnerships, school-to-work, articulation, career exploration/counseling, and postsecondary training options available for students.

Group counseling is the primary method of providing career guidance. Career guidance materials and assessment instruments are available for elementary students. American College Testing (ACT) provides materials that serve as a foundation for career guidance for secondary students. Career paths define possible career alternatives that are congruent with individual career interests, experiences, and abilities.

Integrated academics are utilized throughout the district to demonstrate the relevance of core courses as students pursue their career aspirations. Current computer-based materials are available in the Miller Career Center's Research Center and may be utilized by students/ clients interested in attaining career information. Efforts are made to provide up-to-date information utilizing computer-based research in addition to current periodicals.

The Career and Technology Education Advisory Committee and the Tech Prep Advisory Committee are available to recommend and support career development activities for elementary and secondary students. The leadership of these committees provides the impetus to develop quality career education for all students.

Partnerships with the Holiday Inn, Houston Community College, Katy Medical Center, Private Sector Initiatives, and TECHFORCE 2000 (Gulf Coast Quality Work Force Planning

Committee) afford students opportunities to receive more extensive career guidance from individuals in varied professions.

Students who have participated in the developmental Career Guidance and Counseling Program in Katy ISD will make wise career/educational choices that will help them to pursue their dreams! As students face a changing workplace with increased international competition and new technologies, they need the best possible information to determine how their abilities, interests, experiences, and values relate to their educational and career choices.

A Typical Day at Miller Career Center

Students who attend the Miller Career Center come from the district's three high schools: Katy, Mayde Creek, and Taylor. The programs available at the Miller Career Center are Auto Technology, Business Computer Applications, Cosmetology, Criminal Justice, Health Science Technology, and Professional Advancement Through Career Education (P.A.C.E.). Academic courses that are integrated with the various technical programs are Computer Science, English, and Social Studies. The director of Career and Technology Education and the two career counselors are officed at the Miller Career Center. Students are bused from the high schools and arrive by 8:00 a.m. for the morning session and by 12:00 noon for the afternoon session. A typical day might go something like this:

Auto Technology students are attending their English class and are working in groups on a project where they are to design and market a vehicle for the future. The Auto Tech teacher is available as a technical resource for the students. Later, these students will attend their Auto Tech class and receive a short lecture and demonstration on anti-lock brakes before working on shop assignments.

In **Business Computer Applications**, students are working on a computer graphics project. In their English class, they will be finishing a research paper on "Technology in the Workplace."

Students in **Cosmetology** are learning about the chemicals and concepts of hair color. After an hour lecture, students will work with patrons or on mannequins.

The **Criminal Justice** students are listening to an hour lecture in their Government class and then will hear an FBI agent discuss his career in their Introduction to Criminal Justice class.

The **Health Science Technology** students are changing into their lab coats to board the bus for their clinical rotation assignments at Katy Medical Center.

P.A.C.E. students are shadowing mentors in the workplace.

A career counselor is conducting a career planning workshop with a group of at-risk students from the Katy High School Career Connections class. The counselor is utilizing DISCOVER, the computer informational system. The other career counselor is meeting with educators and staff from Houston Community College to implement articulation agreements. The director is in administrative meetings all morning and will return at noon for the quarterly Tech Prep advisory committee meeting. Students from the Apprenticeship Programs will be the featured guests. After lunch, a career counselor will conduct a decisionmaking group and will be available for TAAS remediation. The career counselor for Tech Prep and the director will be formalizing their presentation for the annual State Tech Prep conference.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Guidance and Counseling Program Plan

Overview

The purpose of the Katy ISD Career Guidance and Counseling Program is to systematically assist students in developing the skills they need to enhance their personal, social, educational, and career development. The Career Guidance Curriculum is intended as a dynamic, flexible document. The scope and sequence of this curriculum (Pre-K through 12) is identified as a framework. Once the local campus needs have been identified through a needs assessment, age-appropriate career guidance activities are designed at the campus level and added to the framework. Thus, each campus has its own unique career guidance curriculum within the Katy ISD Career Guidance and Counseling curriculum.

Career assessment is an integral part of the Career and Technology Education Career Guidance and Counseling Program. A variety of reliable and valid instruments serve as a basis to assist individuals in making decisions about education, training, and careers.

Current career development theories recognize that how individuals make vocational choices is a developmental process that goes beyond any single testing and feedback session in school. Katy ISD perceives career assessment as a means to stimulate career exploration and the exploration of self in relation to careers.

Full implementation of the Career Guidance and Counseling Program requires a partnership between administrators, counselors, parents, and teachers. Career guidance may be implemented as a separate subject area as in a specific course such as Career Investigation at the junior high school level or be infused throughout other instructional disciplines.

1. Assisting Students/Clients To Achieve Career Development Competencies

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

The counselors in the Katy ISD, at all levels (K-12), utilize individual and group counseling modalities in addressing students' self-concepts, developmental needs, and interpersonal skills. Each counselor is provided with a guidance curriculum. Topical guidance activities such as self-esteem, developing friendships, and other social skills are routinely conducted at the elementary level. In the secondary schools, guidance activities are provided by teachers and counselors through homeroom classes and on an as needed basis. The at-risk counselors provide many counseling activities that target the special population student. All counselors conduct parenting groups, which address developmental components in the adult population. Career counselors work with students, parents, and teachers in addressing the self-knowledge component. Assessment instruments, motivational materials, and computer programs are utilized in this process.

A number of collaborative efforts regarding social and personal development are met through specific courses at the secondary level. Courses that teach and promote self-concept and interpersonal skills include Advanced Child Development, Career Investigation, Comprehensive Homemaking, Health, Individual and Family Living,

Psychology, and Sociology. The Career and Technology Education curriculum addresses leadership and personal development skills within its essential elements. The co-curricula clubs and organizations allow students to practice these skills. Drug Prevention Program coordinators are located on each primary and secondary campus and work with students in providing proactive activities aimed at increasing self-concept and social skills.

The Katy ISD's Adult Education Program consists of classes that address personal development and life transition needs. The career counselors are trained to administer the Myers/Briggs and are available to utilize this assessment along with the ACT DISCOVER for adults in comprehensive career planning. Career and Technology Education teachers have participated in the Myers/Briggs assessment as an inservice workshop for personal and organizational development.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

Career counselors work with classroom teachers to define methods of integrating career development activities into the ongoing educational program. A number of optional career-related activities are utilized throughout the district such as career days, field trips, and tours of the Career Center. Katy ISD endorses national programs such as "Take Your Daughter/Son to Work Day." Students in the elementary schools learn about various occupations through career week programs, guest speakers, and special career guidance activities.

Dream Catchers, a student activity book, is utilized in the intermediate grades as a resource to assist students in developing career and educational awareness.

The Career Planning Program Career Guidebook and Katy ISD's Career Pathway brochures assist students as they consider educational and career opportunities. Sample High School Graduation Plans; Education/Career Plans, including Postsecondary Training Options; Job Family Charts; and Career Resources are included in these supplemental materials.

Career Investigation is available as an elective course option for junior high school students. This is an activity-oriented guidance course designed to develop greater knowledge and understanding of career and educational opportunities and options necessary to making meaningful and informed career and educational choices.

Computerized Career Information Delivery Systems (DISCOVER and GIS) are utilized for secondary school students and adult clients. These systems provide students with information about writing résumés, financial aid, and other kinds of career information.

GIS (Guidance Information System) is available on each high school campus in Katy ISD. The program gives students easy access to comprehensive computerized information on career and educational opportunities. Katy ISD Community Education provides opportunities for adults to participate in career planning during evening classes.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

In the past, career choice was often viewed as a single event; today, career planning is viewed as a process that involves a continuing sequence of experiences and decisions related to educational and career choices.

Career assessment teaches students a structure for organizing occupations and postsecondary majors that will help with vocational and educational choices. A variety of career assessment instruments are utilized to assist students with career planning, preparation, and transition.

Explore the World of Work (E-WOW) is utilized in elementary schools and is designed as a career awareness and exploration learning activity that has a gamelike format. It helps students to become aware of job activities.

A Career Information Card is utilized in Kindergarten through 5th grade in an effort to identify individual student career interests.

All 8th-grade students in Katy ISD have an opportunity to participate in the Career Planning Program. This comprehensive career assessment is offered in the fall semester and results are distributed to students in conjunction with high school course selection.

The Career Planning Program measures student interests, abilities, and experiences. Results of the Career Planning Program encourage students to continue exploration in one or more career pathways, including Arts, Business Contact, Business

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Operations, Science, Social Service, and/or Technical. Students utilize the results of this assessment as they select courses for their individualized education/career plan. Students become more "focused" as they prepare for various career pathways.

The Career Survey is administered to 10th-grade students. This instrument confirms student interests and job activities, and directs those interests toward educational and occupational plans.

VIESA (Vocational Interest, Experience, and Skill Assessment) is a self-scored inventory that is administered to high school students new to Katy ISD in the fall of each school year. Simultaneously, workshops are held for parents utilizing "Realizing the Dream—Career Planning for the 21st Century."

Several cooperative education classes have utilized the COPSystem Interest Inventory to assist with student transition to the world of work.

A Career Planning Portfolio is an optional instrument that is available for high school students. This document serves as a personalized career planning journal that guides the student through the career development process.

DISCOVER, a computer-based career planning system, is available at the Miller Career Center for use by adults in the community. The information provided through DISCOVER is a framework from which adults can make informed decisions about career choices and possible career changes.

The Miller Career Center's Research Center is open to the community. Recent publications, job data banks, a computerized career information delivery system, and other job search information may be used by patrons of the school district.

2. Addressing the Needs of Diverse Student Populations

Katy ISD's Career Guidance and Counseling Program identifies special needs students in Career and Technology Education classes according to the following classifications: special education or students with disabilities, LEP, economically disadvantaged, gifted and talented, at-risk, or educationally disadvantaged. Teachers are provided with a confidential list of these students from a computer-generated program which outlines the student's name, grade, and special population

classification. Teachers are inserviced by Katy ISD's career counselor twice a year on topics which provide instruction in teaching and working with the special population student. Special population students are represented in every Career and Technology Education Program. Gender equity emphasis is promoted via poster contests and speakers in nontraditional career fields. Another computer program lists gender percentages as well as identified nontraditional students in each Career and Technology Education course. This information is shared with teachers so that they are better able to promote gender equity in their programs.

3. Program Support Services

A number of support services are provided by Katy ISD's Career Guidance and Counseling Program:

- *Texas Assessment of Academic Skills Remediation Classes* – A special computer-based skills program is used for the remediation classes. The career counselor individually contacts each Miller Career Center student who has not passed and helps them to plan a course of action.
- *Individual and Group Counseling Sessions* – Social skills groups for special needs students and decisionmaking groups for seniors are examples of topical groups.
- *Career Planning Workshops* – Workshops are held for the parenting program, ESL students, and at-risk students.
- *Transition Planning* – Transition planning is provided for special needs and 12th-grade students in school-to-work programs.
- *Career Speakers for Katy ISD's College and Career Night* – The speakers target workforce trends, education, and training requirements.
- *Career Counselors* – Counselors address alcohol and drug abuse, self-esteem, and other social issues periodically in Career and Technology Education classes.

- *Support Services for ESL Students and Special Needs Students* – Support services are provided at the Miller Career Center, with peer tutoring and counselor liaison support with their home campus.

- *Other Opportunities* – A number of volunteers from the business community and advisory council provide field trips, speakers, and job opportunities for the Career and Technology Education student.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

Career counselors and Career and Technology Education staff have developed "user-friendly" materials that are available to families to assist individual students as they prepare for their future. The Katy ISD Career Paths serve as a foundation resource for secondary students. Parent Orientations, College/Career Nights, Special Education Advisory groups, ARD meetings, and Open Houses on the various school campuses provide opportunities to define and promote career education.

Parents are introduced to materials that will enhance their abilities to assist their children with career and educational planning. *Realizing the Dream* is a publication available to parents and is utilized as a vehicle to assist with career planning.

Newspapers, Career and Technology Education newsletters, and Katy ISD promotional materials all serve as other media sources to publicize Career and Technology Education Career Guidance and Counseling Program information.

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

Career counselors strive to train counselors, teachers, diagnosticians, librarians, and other professionals through special inservice presentations during the school year. Additionally, the Gulf Coast Tech Prep Consortium, Texas Education Agency, and other organizations provide opportunities for vocational and academic educators to become more involved in career guidance and counseling through participation in various professional growth conferences.

Professionals throughout the district are encouraged to attend professional growth conferences. The Career and Technology Education Department relies heavily on the professional staff to assist in providing career guidance and counseling to students.

Integrated activities are encouraged in all curriculum areas. Initial efforts for integrated studies in English and social studies have been very successful and plans include the expansion of formal integrated coursework in math and science. Vocational and academic educators in Katy ISD are professional and strive to work together as a team to foster a positive learning environment for students.

3. Intra- and Interagency Collaboration

The Career Guidance and Counseling Program collaborates with the Guidance and Counseling Department in Katy ISD as well as the Special Education Department, ESL Program, the At-Risk Program, and the Single Parenting and Teen Pregnancy Program. Students in these programs are provided career assessments, transition planning, career guidance activities, and individual and group counseling.

The Instructional Technology Department and librarians provide the Career Guidance and Counseling Program with up-to-date resources, reference materials, and equipment. The career counselors offer librarians information to update elementary and secondary career resources.

The Gulf Coast Tech Prep Consortium, Tech Force 2000, and the Texas Education Agency provide additional funding, current job information, guest speakers, staff development, and workshop opportunities for teachers and counselors. Houston Community College offers articulated and dual credit courses for Katy ISD students. Houston Community College has designated one (1) counselor as a liaison to ensure that Katy ISD students have a smooth transition between secondary and postsecondary education.

These intra- and interagency collaborative efforts allow *all* students in the Katy ISD to be beneficiaries of a comprehensive Career Guidance and Counseling Program.

4. Collaboration with Business

Businesses and industries are partners in education with the Katy ISD. Area businesses provide job opportunities, job shadowing activities, mentors, guest speakers, judges for student contests, advisors for committees and councils, and donations of equipment and supplies. Businesses and agencies that provide support services include Brookshire Clinic; Bureau of Apprenticeship; Department of Labor; Holiday Inn; Katy Chamber of Commerce; Katy Lions Club; Katy Medical Center; State Board of Cosmetology; and Women, Infants, and Children (WIC) Program.

In addition to the above-mentioned businesses and agencies, the Career and Technology Education Advisory Committee and the Tech Prep Advisory Committee assist in the development of goals, planning, and acquisition of scholarships. These representatives provide our students with current job trends, needs, and skill requirements of competent employees.

C. *Institutional Support, Leadership, and Program Evaluation*

1. Institutional Support

The Katy ISD Board of Trustees, Superintendent, and other administrators support the Career Guidance and Counseling Program. Many serve as members of advisory committees and support the Career Guidance and Counseling Program as a targeted program. The significance of Katy ISD's Career Guidance and Counseling Program is reflected in Katy ISD's mission statement (see page 47):

Listed below are examples of program support provided by elementary, junior high, and high school principals:

- Provide staff for career assessment
- Encourage staff development
- Support career planning activities
- Promote integrated academics

2. Facilities

Miller Career Center serves as a central site for Career and Technology Education in Katy ISD. Staff development, advisory committee meetings, and other training activities are conducted in Miller Career Center's Research Center. A computer lab is also utilized to provide computer-assisted career guidance for students/clients.

The career counselors work throughout Katy ISD to provide career guidance and counseling services. The staff maintains a good rapport with professionals in the district and are welcome resources on all elementary and secondary school campuses.

3. Financial Support

The costs associated with Katy ISD's Career Guidance and Counseling Program include salaries, assessment materials, resource and reference materials, transportation, printing and publication cost, and counselor travel.

These expenditures are funded by the local education agency (Katy ISD), state funding (per pupil), Perkins Act funds, and Tech Prep funds.

4. Guidance Personnel Qualifications

Two career counselors have the responsibility for coordinating the Career Guidance and Counseling Program in the Katy ISD. Résumés identify the extensive qualifications of these professional educators.

One career counselor/special populations specialist has the responsibility of enhancing opportunities for students identified as members of special populations. She coordinates TAAS remediation and works with individual students to maximize individual academic and technical performance.

The other career counselor/Tech Prep specialist is responsible for coordinating the Tech Prep initiative in the school district. He introduces students to various secondary and postsecondary training options. Additionally, he helps to formulate articulation agreements with postsecondary training institutions.

5. Professional Development

Both career counselors are certified vocational counselors. The counselors are also licensed professional counselors by the state of Texas, who obtain a minimum of sixty continuing education hours every three years to maintain their licenses.

The staff attends, hosts, and presents at a number of local, regional, state, and national conferences. These include Katy ISD Tech Prep and Integrated Academic Workshops, Gulf Coast Tech Prep Consortium, and Region IV Educational Service Center.

The director, counselors, and staff are avid supporters of professional development. The following are some of the conferences that were attended in 1993-1994:

- American Vocational Association Conference
- National School-to-Work Conference
- Southwest ACT DISCOVER Conference
- Texas Education Agency Career and Technology Conference

Professional development activities provided by the staff included presentations for the Texas Education Agency Administrator/Career Guidance Conference.

Workshops for Katy ISD educators, counselors, parents, and service organizations were systematically planned. Some of the topics were as follows:

- Career Development for Counselors
- Career Planning Program: Orientation and Follow-Up
- SCANS (4.40)
- Tech Prep and the School-to-Work Initiatives
- Working with the Special Population Student

6. Program Evaluation

The career counselors have conducted evaluations throughout the past several years in an effort to improve the existing Career Guidance and Counseling Program. Written evaluations have been solicited from students, parents, teachers, and administrators. Verbal responses have been solicited from members of the Career and Technology Education Advisory Council and Tech Prep Advisory Committee. Evaluations have brought numerous improvements to the Career Guidance and Counseling Program.

7. Follow-Up of Program Completors and Noncompletors

The Texas Education Agency requests a "Secondary Completor Report" through the Vocational Education Data System (VEDS). Career and Technology Education teachers are asked to identify the program participants. Staff members call employers to secure specific job data after completors are identified.

Additionally, the Katy ISD participates in the ACT High School Follow-up Survey. The director and the career counselors review the follow-up information in a timely manner to identify student and employee concerns. The follow-up reports serve as a means of additional program evaluation and are utilized to improve the program and services.

APPENDIX C

CADDO-KIOWA VOCATIONAL-TECHNICAL CENTER'S CAREER GUIDANCE AND COUNSELING PROGRAM

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

Caddo-Kiowa Vocational-Technical Center (C/K VTC) is a vocational-technical school serving both secondary and postsecondary students. The Career Guidance and Counseling Program is an integral part of the C/K VTC. Certain components of the program have been in place since the school's inception 27 years ago, with the most recent component having been added within the past two years. The program has been changed and added to over the years in an effort to meet the ever changing needs of the student population.

The purpose of the program is to provide comprehensive career guidance and counseling that includes sequential activities aimed at "whole learner" career and personal development. The uniqueness of this program is its comprehensive "building block" format. Beginning in Kindergarten and continuing through 12th grade, students are given the opportunity to explore various educational and career options. Using the building block format, students work through personal and life skill development, personal planning and goal setting, and school-to-work transitions. Career counselors work with students in grades 7 through 12 at their home schools, and with juniors and seniors who have the option of attending C/K VTC for one-half day.

Adult students are afforded many of the same opportunities as the secondary students only in a slightly different format. Postsecondary students have the option of attending classes all day, one-half day, or at night. All daytime students are tested prior to entry using interest and aptitude assessment tools. These test results are used to help guide students in a career direction most suited to their particular needs and abilities. During the education process, emphasis is placed on development of personal and career skills with an accent on the successful integration of family and career. Several enrichment groups are offered during the lunch hour, including parenting, job preparation, and GED classes. In addition, both secondary and postsecondary students are given the opportunity to work on remediation

and/or GED classes during regular class hours. The special populations' counselors (Advance/DHS Jobs, Careers Unlimited, and Single Parent/Displaced Homemaker Coordinators) work extensively with a variety of social service and government agencies to ensure that students receive the optimal services available.

One of the most essential components of the Career Guidance and Counseling Program is job placement. All students are required to attend job readiness classes before completion. Students have the opportunity to participate in on-the-job training in their career field and upon completion receive assistance with job placement. Job placement is a cooperative effort between the counselors, instructors, students, various government and social services agencies, and businesses.

The ultimate goal of the program is to provide students with the personal and career skills necessary to successfully obtain and retain employment that will enable them to be financially independent. This is the final step in the building block format. The success of the program is witnessed by the fact that enrollment and placement are at an all time high.

Program Operation

The comprehensive Career Guidance and Counseling Program is staffed by an administrator (who is also a certified counselor) and five additional certified counselors. Additional staff include a job placement coordinator, one full-time and three part-time secretaries, three assessment personnel, and a job readiness/applied communications coordinator.

The duties of the counselors vary according to the populations served. Two of the counselors have the primary duty of working with Kindergarten through 12th-grade students in each of the 14 feeder schools. These counselors are responsible for presenting career, educational, and personal awareness materials to elementary teachers for use with their students. Through the use of career games and a special Career Day held at the C/K VTC, middle school students are guided to a better understanding of the relationship of education and career. Junior high students are given a career planner which enables them to format a career plan spanning their junior high through postsecondary years. High school students are tested during their sophomore year for interest, aptitude, and ability. They are counseled individually in an effort to help them make sound career choices, set goals for the future, and develop decisionmaking skills.

The three special populations counselors serve the majority of the adult students on the C/K VTC campus and a few of the secondary students through the Advance/DHS JOBS (AD), Careers Unlimited (CU), and Single Parent/Displaced Homemaker (SP/DH) programs. These programs are designed to meet the needs of students who might not be successful without additional supportive services. The AD program counselor works exclusively with students who are participants in the Department of Human Services (DHS) JOBS program to provide career and personal development that will enable the students to become gainfully employed and get out of the welfare cycle. The CU program targets female students between 15 and 25, with primary emphasis on directing young females (including at-risk teens and teen mothers) into nontraditional or high wage careers so that they will be able to support themselves and their families. The SP/DH coordinator works with students who have custody of their minor children and students who through death, divorce, disability, or desertion have lost their primary source of income. The counselor guides students in career and personal choices through individual and group counseling and assists the students with job placement. The special populations counselors work very closely with various social service and government agencies to ensure that students will benefit from all available services. Collaborative agreements have been established with the County Health Department; Wichita, Caddo, and Delaware (WCD); WIC; DHS; Vocational Rehabilitation; the Food Stamp program; and Southwest Youth and Family Services to offer services on campus. In addition, the counselors make themselves available to any students on campus who need their services. Additional staff offer assistance in testing students, providing job readiness classes, and assisting with on-the-job training (OJT) and job placement.

Various instructional approaches were used to assist the approximately 1,600 students served during the year, including individual and group counseling, career awareness activities, and testing. Materials used include vocational assessment tools, and a wide variety of videos, books, games, and activities. The innovative design of the program has resulted in record enrollment and placement for the school during the past two years.

Career Guidance and Counseling Program Scenario

An essential component of the Career Guidance and Counseling Program is its ability to be flexible whenever special situations arise. Another special component is the cooperative nature of the counselors and their willingness to fill in for each other if necessary. Therefore, a typical day in the Career Guidance and Counseling Program is difficult to describe, as no two days are exactly the same.

However, an ordinary day would probably find the two career counselors each in different feeder schools working with the students. One would be assessing high school students' interest and aptitude with the Test of Adult Basic Education (TABE) and System for Assessment and Group Evaluation (SAGE) tests. The other would be doing individual or group career counseling with students after they have tested.

The AD counselor would be conducting an orientation class for DHS/JOBS students. This class works as a bonding tool in an effort to lower the attrition rate of this particular student population. She would be working with the students on self-esteem building, goal setting, and decisionmaking skills.

The CU counselor would be enrolling students and emphasizing the nontraditional and high wage career options that are available for students and the benefits of such careers. She might also find her day interrupted to deal with a crisis involving a student or to attend a meeting with administration.

The SP/DH counselor would be enrolling students and coordinating with a social service agency to determine what funding is available to help the student through school. She might also be leading a special group activity for students during the lunch hour or taking a student to an appointment with a social service agency.

The testing staff would be busy assessing newly enrolled students, scoring the tests, and directing students to the proper enrollment counselor. The communication specialist would be in a classroom conducting a job readiness class or checking to see that GED students are getting their needs met.

The job placement coordinator would be conducting on-site visits with business and industry in an effort to procure jobs for students who are nearing completion or preparing for OJT.

The program supervisor/counselor would be finalizing enrollment for new students and counseling students who have completed their training in open-entry/open-exit classes. She works closely with the five counselors in providing supportive services for students.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. *Career Guidance and Counseling Program Plan*

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

The C/K VTC Career Guidance and Counseling Program recognizes the importance of developing a solid foundation of self-knowledge and self-advocacy. The program also recognizes that due to different levels of maturity, the competencies ideally gained and built upon at defined points throughout a lifetime may not be in place. Therefore, the counselors are careful to assess students in regard to their individual levels of achievement.

Beginning in the elementary years, the career counselors offer materials to the teachers for use in the classrooms. During the middle school and junior high years, students are guided to experience a better self-awareness and acceptance through the use of career activities and testing. As high school students begin to develop career folders, they begin to develop an understanding of the need for continued growth and development and the importance of good communication skills. The career counselors distribute and/or administer interest inventories geared for elementary, junior high, and high school students. Students receive additional materials based on their individual areas of interest.

Adult students/clients are led to increased self-knowledge and self-advocacy by way of four major "vehicles of self-discovery":

- *Support Networks* – One of the most important ways students move toward self-knowledge and self-advocacy is by forming strong support networks with others who share similar circumstances. As students first enter the system at C/K VTC, they are taught how to begin forging healthy, supportive relationships. These support networks will benefit them during the transitional phase into school and serve as solid models forming positive relationships in the future.

- *Self-Development Classes* – Each day of the week, a different self-development class is offered to students through each of the special populations programs. These classes, which are in the format of a noon brown bag session, are open to all students and boast excellent attendance. Various topics are covered in these classes, all of which strive to engage students in critical thinking and decisionmaking, leading them toward self-advocacy and broad-based thinking. Some of the topics covered are creative problem solving, forming positive relationships, developing assertiveness, dealing with abusive behaviors, managing money, positive parenting, enhancing communications skills, and a variety of career-related topics.

- *Enrichment Seminars* – Throughout the school year, mini-seminars and workshops are offered to further lead students to increased self-knowledge and self-advocacy. These seminars address issues such as AIDS, personal health, career exploration, parenting, financial management, and learning to learn. A highlight of the year is the annual Building Better Families Seminar. This all-day seminar is open to all students on campus with top priority given to special populations students. This seminar features several guest speakers covering topics such as family dynamics, family sculpture, and positive parenting. Attendance from five other schools averages 250. Another special program is the True Colors personality assessment. This program is used to help students develop an awareness of their own personality, that of others, and how to successfully harmonize with different personality types. Sexual harassment classes are conducted with staff and students in an effort to increase awareness and give students the tools necessary to prevent or deal with the issue.

- *One-to-One Counseling Sessions* – Certain issues leading toward self-development and self-advocacy merit one-to-one counseling. Each of the Career Guidance and Counseling staff members assess individual needs and determine the best course of intervention and assistance.

1.2. Assist Students/Clients in Educational and Occupational Exploration.

Students are assisted in educational and occupational exploration in numerous ways. The Career Guidance and Counseling Program staff work in conjunction with public

school teachers and vocational program instructors. This cooperative career exploration allows counselors and instructors to collaborate to identify the best method of career exploration for each specific student. Service areas which assist students in career exploration include the following:

- *Career Awareness* – An elementary career day is held at C/K VTC for all 6th-grade students from the sending schools. This half-day program offers students a variety of career activities and hands-on experiences in each training area. Sophomores tour the C/K VTC campus each spring. Guided tours give students the opportunity to gain first-hand knowledge of the training programs available. After sophomore tours, shadowing experiences are provided for those students interested in attending vocational classes.

  The True Colors Program is used to direct students toward specific career areas that incorporate their individual personality traits. Nontraditional career areas are promoted and explored for both males and females.

- *Assessment* – Career counselors use SAGE to assess the 8th-grade students from the sending schools. This assessment measures interests, aptitudes, and abilities as well as learning styles and worker traits. TABE is given to 10th graders to determine academic strengths and weaknesses. Students coming to the C/K VTC are assessed with both the SAGE and TABE to determine basic skill levels and career interests. These tests are utilized in guiding students' placement in vocational classes. The compute-a-match system of the SAGE assists in student placement in specific vocational training programs. The vocational instructors are encouraged to use the learning style results given from the SAGE to assist in teaching. In addition, test results are used for placement in educational enhancement classes to increase basic skills.

- *One-to-One Counseling* – Beginning at the junior high level, students are assisted in a one-to-one setting for preliminary education and career exploration. After assessment with the SAGE, the Career Guidance and Counseling staff provides the students with a variety of informational materials to assist them in their exploration of the various career clusters. Transition services and counseling are provided for high school students

with special needs. All students, high school and adult, receive individual counseling for entering a vocational training program. In addition, special populations counselors provide individual counseling and referral services for clients experiencing difficulty integrating personal and academic life.

- *Computerized Career Search Program* – This program is available for all students. It is a complete career information system available from the Oklahoma Department of Vocational and Technical Education (ODVTE), offering the most current and comprehensive occupational/educational information available. Career Search provides career and educational information for all users regardless of their aptitudes, interests, or educational background. Career Search has an extensive database comprised of seven in-depth, completely crossed-referenced files: Career File, College File, College Major File, Military File, School Subject File, Oklahoma Local Data, and College Letter Writer. Each year the entire database is revised and updated to incorporate changes in the workplace and educational institutions.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

To assist with career planning and preparation, the future planner developed by the C/K school-to-work team is given to students in the 8th grade in preparation for the students' high school years. This planner includes an interest inventory, information regarding the thirteen career clusters, and college information. High school students are given a four-year plan of study to assist in academic planning relevant to their chosen career cluster. The folder provides spaces for pertinent career information, including extracurricular activities and accomplishments, as well as recording information needed for admission into college or for financial aid. Résumés may be developed from the information contained in the folder and used for scholarship or job applications.

Students are made aware of the changing roles of males and females through the use of various nontraditional videos and *Choices,* a teen woman's journal for self-awareness and personal planning. The CU counselor works with students upon enrollment regarding the benefits of nontraditional and high wage careers. Special services and financial assistance are available for female students ages 15 to 25 who choose to enroll in nontraditional or high wage career training.

To develop employability skills, all students attend a job readiness class before completing training. This class is designed to teach students how to prepare a cover letter and résumé, how to fill out a job application, the proper way to dress for an interview, and possible interview questions. At the end of each job readiness class, a mock interview is conducted by campus personnel with each student. This gives students the opportunity to experience the reality of a job interview. Applied communications training teaches students basic on-the-job communications skills unique to each training area. Some areas covered include telephone techniques, confidentiality, and customer consultation.

To address the necessity of integrating career and family life, the special populations counselors hold group meetings during the lunch hour as mentioned previously. These group sessions cover a variety of topics including parenting, assertiveness development, communication skills, and problem solving.

Over the years, it has been the observation of the C/K VTC staff that students frequently have a difficult time making the transition from the school setting to the work setting. In an effort to combat this situation, the staff has developed several programs designed to help students move from one arena to the other. One such program is the OJT program. This program allows students the opportunity to work in a job setting while at the same time continuing their education. In most situations, the student works two or three days a week and attends classes for the remainder. Another situation involves a cooperative program between Western Farmers Electric Cooperative and the CU and SP/DH programs. The purpose of the program is for students to become familiar with the working environment, gain technical knowledge, and have access to employees who can answer career questions concerning job qualifications, educational requirements, and promotional opportunities. This program serves from six to nine students each year. Youth apprenticeship is a work-site program designed to assist high school students in developing employment skills while working on the job. Students participating in this program work around a flexible schedule with their local high school and the work site. The C/K job placement coordinator monitors this program by keeping in close contact with the employer and the student.

2. Addressing the Needs of Diverse Student Populations

The career counselors either directly or indirectly serve students Kindergarten through 12th grade in all of the C/K VTC sending schools, providing career awareness, exploration, and planning, and targeting academically and economically disadvantaged students. Some of the activities include a special "Career Day" for 6th-grade students. SAGE and TABE testing begins in the 8th grade and the four-year plan of study in the 9th grade. Juniors and seniors have the option of attending C/K VTC for vocational training. Through a cooperative agreement with Redlands Community College, qualified high school students may receive college credit.

The special populations counselors work for the most part with clients who are undereducated and may have had negative experiences with the educational system in the past. In an effort to overcome this barrier and to form a bond with the clients, a special orientation has been designed for this particular student population. The students are guided through a three-day course focusing on self-esteem building, goal setting, and decisionmaking skills. These students have numerous and diverse problems that may prevent them from attending or being successful at school. The counselors work closely with the students to enlighten them regarding the many choices they have. The ultimate goal of this program is to train students for jobs that will enable them to support themselves and their families and to get out of the welfare system.

3. Program Support Services

The Career Guidance and Counseling Program has numerous support services designed to enhance the basic program services. The career counselors have developed an extensive career library that includes books, videos, and career activities that can be checked out to students or instructors. Career Search is another valuable tool that is available for student use. Career counselors also make valuable use of *Career Choices* and *Career Directions*. Another resource used extensively by the career counselors is the four-year plan of study. This planner is designed to be used by students throughout their high school years for career planning. The career counselors regularly attend special needs council meetings where they keep up-to-date on services being offered in the community and state.

The special populations program also has a lending library available for students and instructors. Other unique features of the program include the clothing closet available on a continuing basis and special clothing give-aways, which are conducted two to three times yearly. The purpose of the clothing closet is to provide students with appropriate attire for school and work. Community volunteers and students assist with this immense undertaking.

A local women's club sponsors one or more students each year. Benefits range from $1,500 scholarships to car repairs, depending on need. Noontime enrichment programs are offered each day during the lunch period. Community speakers and other C/K VTC staff assist with these programs. A volunteer literacy tutor works with students three days a week. The AD counselor is president of the community interagency council which meets once a month providing an opportunity to keep informed on the various services which may be available for students.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

- *General Program Planning and Development* – Parents of secondary vocational students are asked to serve on the career counselors' advisory board. While serving in this capacity, parents are given the opportunity to make suggestions for program changes or additions.

- *Planning for their Children* – Parent teacher conferences and IEP meetings are held as needed for high school students attending VTC. In addition, parents have the opportunity and are encouraged to contact the counselors at any time.

- *Advisory Role* – Parents are viewed as an important component of the Career Guidance and Counseling Program and their input is greatly appreciated. Parents serving on the Career Guidance and Counseling Advisory Committee are given the formal opportunity to make suggestions and recommendations. Advice is also graciously accepted from the parent of any vocational student and is contemplated for its merit.

- *Notification of Vocational Opportunities* – Students and parents are notified of vocational opportunities in a variety of ways. After the career counselors have assessed the high school students, career information is sent home with every child, and individual career counseling is available at the parent's request. An FYI flyer is sent monthly to homes in the school's service area. The flyer outlines various programs and opportunities available at C/K VTC. In addition, school catalogues are available and will be mailed out upon request. An open house was held to give the community the opportunity to view vocational program options. Approximately 1,000 individuals were in attendance.

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

The relationship between the counseling staff and the academic and vocational staff is a strong one. Academic teachers at the sending schools can call upon the career counselors to make class presentations, provide career information, or loan out career resource material as needed. During IEP meetings, academic and vocational teachers work with the career counselors and parents in an effort to fully meet the special needs of the students. Academic teachers and counselors serve each year on the advisory boards of the Career Guidance and Counseling Program's staff. VTC instructors frequently call upon the counselors to do individual counseling with students who may be having personal problems. The instructors may refer a student for assistance with job placement, or they may request the counselors conduct a special session for their class such as about sexual harassment. The counselors are also frequently asked to conduct inservice sessions.

3. Intra- and Interagency Collaboration

Several occupational training programs on campus work in collaboration with the Career Guidance and Counseling Program. The Child Care Program, which houses an on-campus day-care facility, licensed for 150 children, works with the special populations counselors to ensure that the day-care needs of their students are met. The financial aid officer works very closely with the counselors to guarantee that the students receive the maximum financial assistance available. Bus transportation is available for secondary and postsecondary students and their children who attend the on-campus day-care facility. The counselors work with the bus coordinator to

ensure that the transportation needs of all students are met. Business and industry services personnel assist the job readiness teacher in conducting mock job interviews with students. In addition, the small business management coordinator provides additional classroom assistance to those students who want to start their own business. The benefits of this collaboration are that the students have a variety of options and services available to them, which makes for more successes.

Numerous collaborative agreements have been made with social service/government agencies and businesses. The WCD WIC program, Caddo County Health Department, DHS, and the Food Stamp program bring part or all of their services to the C/K VTC campus.

Southwest Youth and Family Services conducts parenting classes on campus and the Oklahoma State Employment Service comes on campus to register students for employment. The Association of South Central Oklahoma Government (ASCOG), Southwestern Oklahoma Development Authority (SWODA), Vocational Rehabilitation, and the Bureau of Indian Affairs (BIA) and numerous Native American tribes provide financial services and serve on advisory councils.

4. Collaboration with Business

Counselors conduct on-site visits with business and industry in an effort to keep abreast of the constant changes and needs for personnel. The counselors work closely with the job placement coordinator to ensure that completing students and students going on OJT are being placed in jobs suitable to their needs, skills, and experiences. The SP/DH and CU programs have developed a cooperative agreement with Western Farmers Electric Cooperative. The purpose of this program is for students to become familiar with the working environment, gain technical knowledge, and have access to employees who can answer career questions concerning job qualifications, educational requirements, and promotional opportunities. Between six and nine students take part in this program each year. The special populations counselors work extensively with DHS and business to secure work experience programs for students who have completed training but have not yet found permanent employment.

C. Institutional Support, Leadership, and Program Evaluation

1. Institutional Support

The C/K VTC administration has continuously demonstrated its support for the Career Guidance and Counseling Program in several different areas. The administration has always been receptive to new ideas for growth and improvement. This can be witnessed by the fact that counselors are allowed to set up new and innovative programs to meet the needs of their individual students. An example of this is the orientation class for students in the AD program. This program was designed to reduce the attrition rate by allowing students to form a bond with the counselor and become comfortable in a school setting before starting classes. Another example is the setting aside of classroom space specifically for use by the special populations counselors. Adequate funding always has been and continues to be available for instructional materials, equipment, travel, and continuing education of the counseling staff. At the end of each school year, each counselor participates in an exit interview with the administration team. At this time, counselors have the opportunity to discuss successes, concerns, and new visions for the coming year.

2. Facilities

The program is housed in several different areas of the campus in an effort to make services more accessible to the students. The primary offices are located in the administration building so that students will have easy access to services upon enrollment. Offices range from adequate to roomy and are set up to accommodate privacy for individual counseling if needed. Classrooms used for conducting group activities are available to the counselors on a continuing basis along with the necessary equipment such as an overhead projector, large screen television, and VCR. A seminar center, with seating for 300, is also available to accommodate large groups when needed. One of the distinctive services offered by the special populations counselors is a clothing closet. Storage space is available for this purpose. A licensed day-care facility with a 150 child capacity is located on campus. The facility also cares and provides for developmentally and physically handicapped children providing services as needed.

3. Financial Support

Program costs include salaries, benefits, educational workshops, travel, promotional materials, equipment, tuition waivers for students, and telephone expenses. Funding sources include Carl D. Perkins, DHS, and local school district.

4. Guidance Personnel Qualifications

Four of the counselors in the program have a master's degree in Counseling and the fifth counselor has a master's degree in Critical/Creative Thinking. Together, the counselors have amassed an eminent number of years of experience. The counselors, including the program administrator, have a combined total of 60 years experience teaching in public school, including high school, elementary, and special education, and an additional six years in day care and Head Start. They have 29 years combined experience in counseling youth and adults and one year experience in agency counseling. Twelve years experience have been gained in employment and training project development. Related background and work experience, as well as educational qualifications are taken into consideration when staffing.

5. Professional Development

All of the counseling staff attends the Annual Vocational-Technical Conference for three days each August and the Mid-Winter Conference for two days in January. In addition, the staff is required to attend the county teacher's meeting twice a year and often attends other seminars related to the counseling field during the year. All five counselors received college credit hours during the 1993-1994 school year.

The counselors have conducted inservice meetings on such topics as sexual harassment and personality assessment. Programs have been conducted for outside agencies and businesses in an effort to build public relations and enhance working relationships.

6. Program Evaluation

Each separate entity of the Career Guidance and Counseling Program is evaluated yearly by the state supervisor from ODVTE (Oklahoma Department of Vocational and Technical Education). In addition, the counselors are evaluated twice yearly by

the program administrator. Each separate entity also has an advisory committee to serve as a peer review system for evaluating student services. The committees are comprised of professional service providers from throughout the area. The feedback from these committees is used to evaluate the quality of services provided and make suggestions for program re-alignment. C/K VTC has joint accreditation with North Central Association and ODVTE and is evaluated every five years.

7. Follow-Up of Program Completors and Noncompletors

- *Follow-Up Procedure* – Several methods are used in an effort to track students following completion or after dropping out. These include phone contacts, letters, asking friends and relatives, and chance encounters. Occasionally it is impossible to find a student, but for the most part students are kept up with through contact persons noted on their enrollment form. A formal follow-up report is completed by vocational instructors, who work closely with the guidance staff.

- *Method of Reporting and Analysis* – Once the student data has been collected, it is entered into the computer and broken down into categories such as completor, noncompletor, employed, continuing education, joined military, and so on. This information is then analyzed and used to make changes to improve retention, completion, and placement.

- *Improving Program Services* – The collected data serves as a basis for making changes in the program. An example are the changes made in the GED program. In the past, students attended GED classes during lunch time or at night. It became apparent after looking at the year-end statistics that many students were not successful in passing the GED. Since C/K VTC is located in a rural area, it is difficult for students to return at night, and the majority did not want to give up their lunch time. Therefore, it was decided that students could use a portion of their vocational class time in an effort to improve the GED pass rate.

APPENDIX D

METRO TECH'S PROJECT SOAR—
SUCCESS OPPORTUNITIES THROUGH ARTICULATED RESOURCES

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

Project SOAR: Success Opportunities through Articulated Resources is a Tech Prep project designed by Crooked Oak, Millwood, and Oklahoma City Public Schools; Metro Tech; Oklahoma State University–Oklahoma City (OSU-OKC) campus; Central State University (CSU); and Oklahoma State University (OSU). The three-year goal is to implement a 4+2+2 Tech Prep program, which provides academic and vocational education in which students may articulate into the next level or be prepared to enter the job market at any exit point. More students will be encouraged to enter technical training and become better prepared employees, thus contributing to vocational education.

An effective system will be established to recruit students into the program; provide awareness, assessment, and guidance activities; offer applied academic courses; institute 2+2 vocational education in at least four skill areas leading to an associate's degree; and develop articulation into a baccalaureate program.

Committees have been established to manage and plan the project, develop curricula, evaluate the project, and disseminate information. Strong guidance and evaluation components are included. Parents and community representatives have key roles. Special populations and special needs students are given extra consideration. Inservice activities involve all staff. Plans have been developed for dissemination and continued expansion of the program.

Funding is necessary because of the low socioeconomic and high minority population served. The consortium members are contributing over 50% of the cost of the program in addition to the $150,000 requested for the first year of the grant.

Program Operation

The Career Guidance and Counseling Program begins in the elementary grades with the students learning about career clusters and community job opportunities. The elementary teachers and counselors introduce the students to careers through the core knowledge units. Speakers from the community are brought in to explain the various jobs of a particular career area.

At the middle school level, students begin an intensive program of career guidance. Career Resource Centers are located in all middle school libraries. Middle school teachers serve as advisors to students and begin the process of integrating academic skills with job-related skills. Middle school counselors conduct a five-day seminar to prepare students for planning their six-year plan of study and to work with parents. Middle school students will have an opportunity to shadow a person in their chosen career field. Some middle school students may have a mentor who will assist them with interpersonal skills and or academic skills. The 6th-grade students complete a learning styles inventory and each teacher is provided a copy of the individual as well as a class profile. The middle school teacher then incorporates teaching methodologies to meet the needs of the students.

Counselors will work with students who have a difficult time working in groups, following instructions, and cooperating. The 7th-grade students complete a study skills seminar which provides the students with the skills necessary to be successful in academic courses. This seminar may be conducted by counselors and/or teachers. The 8th-grade students complete career assessments (COPS, CAPS, and COPES). After receiving their individual results, students will begin a program of exploration, preparation, and planning.

Eighth graders share their career assessment results, career choices, and educational options with their parents. Then their parents will attend a parent meeting to discuss any or all information, to ask questions, and to sign the plans of study.

At the high school level, students begin the preparation stage of the Career Guidance and Counseling Program. Several high schools have career focuses such as health, aviation, manufacturing, communication, transportation, and fine arts. Students apply to the high school which offers a program of study that will best prepare them to continue their education and to pursue their career choice. For high school students who have career interests which are not included in the focus areas, they must prepare to continue their education and to

enter the workplace through the Career Resource Center. As is true in the middle schools, all Oklahoma City High Schools have a Career Resource Center. Students research career and educational information through the centers. Students can determine the high school courses needed to prepare for graduation, college admission, and job readiness. Students then will have a mentor to assure that each is prepared to graduate, continue their education, and enter the workplace.

Program Operation

Typical Day: High school students are scheduled to come to the Career Resource Center through an academic teacher (English or social studies). Ms. English Teacher has assigned the student a research project.

Students will report to the Career Resource Center, which is located in the Media Center of the school. Each student will have a career folder which contains a learning style inventory, a career assessment, a plan of study, and any information on a career field that a student has previously researched. A student will be asked to identify a career of his or her choice and then to research particular items of information on that career using a variety of media—for example, software (Career Search), printed materials, videos, and so on.

Students may also be asked to interview a person who is employed in his or her chosen career field or the student may be asked to shadow a person for a day in a chosen career field. Students will learn from either the interview or the shadowing experience what role education plays in that particular career field. Students will also learn about specific skills required to become employable in that field. Employment opportunities, as well as supply and demand information, will be gathered. The student will then transfer the supply and demand information to the social studies class (economics) and there will learn how supply and demand for workers relates to the supply and demand of products and services. Not only will the student learn that there are thousands of jobs, but that jobs are created or become obsolete due to the changes in the area's economy.

After studying supply and demand and completing the research for career information, students will write up their findings in a report form to be graded by the English and the social studies teachers. This report will become a part of the student's portfolio.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. *Career Guidance and Counseling Program Plan*

1. Assisting Students/Clients To Achieve Career Development Competencies

The *National Career Development Guidelines* (*NCDG*) were used to conduct a needs assessment of students, teachers, and parents. From the results of the needs assessments a plan for career guidance was created by a committee of teachers, students, parents, administrators, and community members. As a part of the Career Guidance and Counseling Program, the career assessment COPS, CAPS, and COPES was selected and has been utilized for three years. All 8th- and 10th-grade students are provided an opportunity to take the career assessment in the language in which they are the most proficient. In the 1993-1994 school year, 2,283 8th-grade students were assessed by recruiters from Metro Tech and Oklahoma City School's personnel. Accommodations are made for special needs students. After receiving the results from the career assessment, a student will begin the process of meeting the *NCDG*.

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

In the Career Resource Center are activities that teachers can use to increase the self-knowledge and self-advocacy of students. These activities meet the *NCDG* as well as the Priority Academic Student School (PASS) skills for the state of Oklahoma.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

Students also use the resources located in the Career Resource Centers to explore occupational information and to determine educational requirements for careers. Students use software, videos, and printed materials to research career information. They also attend industry hosted job fairs such as Enterprise Square. During this activity, guest speakers from businesses and industries addressed economics and career opportunities to over 2,000 7th-grade students.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

After exploring career information and determining educational requirements, the students will begin the career planning process. Eighth-grade students will complete a four-year plan of study in the spring, and will add to that plan the two years of postsecondary education or training during the sophomore year. Students will participate in school-based and work-based learning during the final two years of high school and the following two years of postsecondary education and training. Other activities include college nights, college campus tours, business and industry tours, vocational campus tours, and mentor shadowing in industry. Students have access to business and computer technology, heating ventilation and air conditioning, electronics, electronic publishing, aviation maintenance technology, and computer-aided drafting with OSU-OKC and Oklahoma City Community College.

2. Addressing the Needs of Diverse Student Populations

We define *special populations* in the following ways:

- economically/academically disadvantaged
- single parents, displaced homemakers, and single pregnant women
- limited-English proficient students
- students with disabilities
- incarcerated/adjudicated youth
- underachieving students
- students at risk of dropping out of school for any of the above reasons

Our efforts to meet the needs of special populations include the following:

- special populations coordinator
- interpreters for hearing-impaired students
- ESL programs
- Emerson Alternative Center for at-risk youth
- BEST program for AFDC recipients
- nontraditional careers
- summer vocational programs for youth
- Displaced Homemakers/Single Parents/Single Pregnant Teens Program

- Project SOAR Tech Prep Consortium
- ASSET testing
  - tutorial
  - financial aid
  - personal counseling
  - academic placement
- vocational rehabilitation counseling
- school-based counselors
- "Making the Grade" (business and industry sponsored)
- "Twilight Semester" (late afternoon integrated vocational/academic program)
- "Workplace Readiness Skills" (course in lieu of social studies requirement)

In order to ensure access and appropriate placement, we need to address the following:

- information and awareness
- early assessment
- transportation, child care, and other needs
- access to community resources for food and other necessities
- remediation services
- personal management skills
- workplace readiness skills
- computer curriculum coordination
- ESL support
- coordination with community agencies and sources

3. Program Support Services

Support services include the following:

- LCD panel
- computers
- printers
- TV/VCR
- videos – career
- Learning Styles Inventory
- career assessment – CAPS/COPS/COPES

- study skills – print and video
- integrated curriculum – printed and computerized
- career planning folders
- videos – education-related
- pre-employment skills – video and print
- budgeting – computer software and print
- consumer credit – video and software
- mentors
- advisors
- volunteers
- business educational partners
- translators
- industry advisory committees
- interpreters
- handicapped aides
- peer mediators
- media center aides
- curriculum developers
- student aides
- Parent Teacher Association groups
- teachers – academic and vocational
- counselors
- vocational recruiters
- administrators
- summer programs
- JTPA
- Oklahoma Employment Security
- community speakers
- retired volunteers
- higher education faculty
- vocational supervisors
- media support

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement Support

- Parents serving on advisory committees
- Career Guidance and Planning Committee
- Six-year plans of study
- PTA approval of career assessment
- Contributions by alumni groups of equipment, materials, and services
- Parents serving as speakers, mentors, tour guides, and volunteers in the CRC
- Parent meetings held annually to address career guidance concerns
- Bilingual documents sent to parents in native language
- Students informed about careers by brochures, announcements, classes, and seminars
- Combined curriculum guide listing all academic and vocational programs
- All verbal communication translated or interpreted when appropriate
- Combined documents and brochures about vocational programs distributed

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

- Joint counselor's meetings with Metro Tech and Oklahoma City Public Schools
- Extensive inservice conducted with academic teachers, vocational teachers, principals, counselors, media specialists, and media aides on career assessment, utilizing Career Resource Centers, career planning, curriculum integration, articulation agreements, applied academics, and educational options.
- Administrator participation in several inservice programs, including ODVTE's Tech Prep and school-to-work conferences
- Articulation agreements processed with colleges in area
- Industry-driven curriculum development with advisory committee meetings

3. Intra- and Interagency Collaboration

3.1 Intra-Agency

- Curriculum Department – development of integrated curriculum
- Bilingual Department – translate and interpret materials for Asian, Hispanic, and Native American students
- Special Education Department – accommodations for special needs
- Drug Free Schools – self-esteem building
- Chapter I – literacy skills
- Alternative Education Department – accommodations for alternative schools
- Research and Planning Department – data and research
- Director of high schools – coordination of efforts
- Director of middle schools – coordination of efforts
- Director of elementary schools – coordination of efforts
- Testing Division – scoring and results of assessment
- Guidance and Counseling – career guidance and planning
- Public Information Office – newspaper, television, radio coverage
- Jr. ROTC – career preparation and ceremonies
- Vocational student organizations – leadership and career exploration

3.2 Interagency

- Vocational Rehabilitation – options for special needs students
- Literacy Council – reading development for students
- JTPA – employment and academic skills training
- Oklahoma Employment Security – school-to-work transition and labor market information
- State Occupation Information Coordinating Committee (SOICC) – labor market information, career choices tabloid
- Higher Education – articulation
- Private Vocational Schools – career and educational options
- YMCA/YWCA volunteers – student assistance
- Senior Net Program – volunteers to help in schools
- Advisory Committees – business and industry, parents, students, and community involvement in curriculum and career choices
- Adopt A School – local businesses support a school

4. Business and Industry Collaboration

- PC Users Group – volunteers on computer technology
- Senior Net – volunteers in Oklahoma City area
- Tinker AFB – curriculum and teacher industry exchange
- General Motors – equipment donation
- FAA – curriculum and teacher industry exchange
- Enterprise Square – tours and speakers
- Private Industry Council – business connection
- Journal Record – business connection
- Mercy Hospital – integrated curriculum and teacher exchange
- Weokie Credit Union – curriculum and industry exchange
- Tinker Credit Union – curriculum and industry exchange
- Baptist Hospital – curriculum and industry exchange
- Presbyterian Hospital – curriculum and industry exchange
- Making the Grade – school to work transition, after school program
- Carpenter's Apprenticeship Local Union – curriculum and teacher exchange

C. *Institutional Support, Leadership, and Program Evaluation*

1. Institutional Support

Project SOAR is a consortium involving public education, vocational training, and higher education. It has combined administrative support from Millwood, Crooked Oak, and Oklahoma City Public Schools; Metro Tech vocational center; and OSU-OKC campus.

In the Oklahoma City Public Schools, Troy Vincent, director of middle schools, and Dick Vrooman, director of high schools, have endorsed career guidance and exploration by direct input through memos and verbal correspondence. Anita Walker, counseling specialist, has helped in the development of the six-year plan in the middle and high schools as well as organizing and chairing committees to design materials and processes to be used in the Career Guidance and Counseling Program.

Also supporting the consortium is the Oklahoma Department of Vocational Technical Education from Stillwater. Belinda McCharen, state guidance coordinator, and Linda

Thompson, state school-to-work coordinator have given their full support to our efforts.

2. Facilities

Career Resource Centers are located in each middle and high school within the library. Each center has a minimum of four computers. Some centers have as many as 22 computers and printers. Reference materials in the form of software, print, and video are available for use by the teachers, counselors, and volunteers. Equipment includes televisions, VCRs, LCD panels, printers, and video cameras. Each center has tables available for group discussions. Physical conditions and areas meet the North Central Evaluation Guidelines.

3. Financial Support

Costs include equipment, salaries, assessments, inservice activities, and materials:

Equipment	$150,000
Careers Materials	10,000
Assessments	25,000
Inservice	14,000
Salaries	61,000

All of the above listed money is federal Perkins funding.

Donations from industry and the community include the following:

- GM computers
- Tinker – computers, curriculum
- Mercy Hospital – computers, printers, and volunteers
- PC Users Group – software and peripheral equipment
- NAIER – books, software, printers, miscellaneous supplies
- NW Classen VICA Clubs – books, software, communications systems

Total donations exceed $70,000.

4. Guidance Personnel Qualifications

All school counselors by state law must have certified state qualifications in addition to three years of experience in education. Several counselors have met the requirements and are Licensed Professional Counselors.

At each of the ten high schools in the Oklahoma City School District, there are two or three guidance counselors who will serve all grade levels. Anita Walker is the administrator who coordinates the counseling program for Oklahoma City Public Schools. There are also two counselors in each of the ten middle schools. At Metro Tech AVTS there are two counselors at the South Bryant Campus and one counselor at each of the other four campuses. There are also three vocational advisors to serve all of the sending public schools.

5. Professional Development

Professional development activities include Summer Vocational Conference; Monthly Joint Counselor Meetings; Summer Tour for Counselors and Teachers; Business/ Industry Teacher Exchange Program; Career Assessment Training; Learning Styles Training; state School-to-Work Conference; Quarterly Tech Prep Meetings; Career Search Workshops; Applied Academic Workshops; NCRVE retreats; Career Resource Center usage; administration and interpretation of COPS, CAPS, and COPES; and various other inservice activities as requested.

6. Program Evaluation

The evaluations of this program have been conducted by NCRVE and the Oklahoma Department of Vocational Education. This program has also been critiqued by several administrators and educator groups from other local school districts, which include Mid-Del, Moore, Edmond, Choctaw, Putnam City, Guthrie, Bethany, Western Heights, and others. We have also had groups of parents, educators, and administrators visit from other states such as Arkansas, Minnesota, New Mexico, Texas, as well as others. All of the people visiting are amazed and take home with them either materials or ideas for implementation at their locations. Parents are asking the question, "Why didn't they have this program when I was in school?" Our region's assistant to the Secretary of Education also visited our program and was very complimentary toward

the activities offered to the students and toward the student participation in our program.

7. Follow-Up of Program Completors and Noncompletors

On vocational students, the following information is collected:

- completion of vocational program
- college bound
- vocational options
- employment
- social security numbers
- military options
- noncompletors
- gender
- ethnic background
- disability
- special needs

The information is collected by personal interview and recorded on the correct form, by the student, or by Management Information Services (MIS). This information is collected from students by teachers, counselors, and other professional staff. The information is forwarded to the Oklahoma Department of Vocational Education, the State Department of Education, the Regents for Higher Education, and the Oklahoma Employment Security Commission. The results of this information is used to improve the quality of the program, to update equipment and curriculum, and to be used for planning purposes.

APPENDIX E

SPRINGDALE HIGH SCHOOL'S CAREER GUIDANCE AND COUNSELING PROGRAM

(Springdale Public School was a site for the pilot testing of the framework for identifying exemplary career guidance programs. Instead of the regular application format, Appendix E contains a description of the program's strengths under each major component.)

PROGRAM INFORMATION

Springdale High School (SHS) in Springdale, Arkansas, is a public secondary school serving diverse groups of students in grades 10 through 12. Its mission is to *provide challenging opportunities for EVERY student in a positive environment.* To achieve this end, SHS is heavily involved in the Tech Prep movement, School-to-Work Transition (youth apprenticeship), and is one of the 19 Southern Regional Educational Board (SREB) work-based learning grant sites. It has also been selected as a *High Schools That Work* site. The *High Schools That Work* initiative is based on the belief that students in general and vocational programs of studies can master complex academic and technical concepts and skills if schools create an environment that encourages students to make the effort to succeed. The two major goals of the program are to (1) increase the mathematics, science, and communication achievement of students in general and vocational studies to the national average of all students by the year 2000; and (2) combine the basic content of traditional college preparatory English, mathematics, and science courses with vocational studies in grades 9 through 12.

The SHS's strong, comprehensive Career Guidance and Counseling Program is the key to the success of these initiatives. In order to achieve their goal *to prepare all students for the choices and challenges of the 21st century*, the SHS Career Guidance and Counseling Program has successfully moved from the traditional "available upon demand" model to a competency-based model. Through the latter model, the desired competencies for graduating students are identified and matched with programs and activities implemented through the Career Guidance and Counseling Program. Counseling personnel collaborate with the administration and faculty to plan and implement the program. Linda Auman, who serves as both guidance coordinator and vocational coordinator, provides leadership for SPS's comprehensive Career Guidance and Counseling Program. Ms. Auman and the four credentialed school counselors

who make up the guidance staff have established a model program. Indeed, both the Vocational Program and Career Guidance and Counseling Program are recognized as exemplary programs in Arkansas. Career guidance professionals and educators come often to observe this unique Career Guidance and Counseling Program in action.

SHS school counselors and personnel face the challenge of responding to the needs of a diverse student population. Springdale, Arkansas, is located in a rural area with a very low unemployment rate (3%). While there is an abundance of jobs, many are entry-level and/or low paying. The majority of these jobs are in the poultry industry. A large segment of the SHS student population are from rural, economically disadvantaged families. Many are children of migrant farm workers and have limited English proficiency. Too often, their parents do not have the information or skills to help them make informed career, occupational, or educational decisions.

Components of Exemplary Career Guidance and Counseling Programs

The components of the SHS Career Guidance and Counseling Program were compared to the three clusters of components described in the framework for identifying exemplary career guidance and counseling programs. The strengths of the Career Guidance and Counseling Program at SHS were validated by the presence of program components that research shows successful programs possess.

Career Guidance and Counseling Program

SHS's Career Guidance and Counseling Program is part of a total team effort within the school to help their 1,600 students prepare for the world of work or further education. A teacher advisor system, based on a Career Action Plan (CAP), makes it possible to respond to the career guidance needs of this large number of students. The CAP serves as a guide to assist students and their parents in exploring educational and occupational possibilities by using extensive information about the students. Teacher advisors, trained by the counselors, meet monthly with approximately twenty students. The junior high school teachers work with students during their 8th- and 9th-grade years, while senior high school teachers advise them during their 10th- through 12th-grade years. Teacher advisors meet with students for a minimum of one hour each month. The advisor also meets annually with each student and her or his parent to plan for the following year. Counselors assist advisors throughout this program by providing inservice, offering information and strategies for the meetings, and

providing materials. Curriculum units on video, with accompanying handouts, help the advisors give consistent information to students. The videos were prepared by counselors and are tailored to the educational/employment needs of Northwest Arkansas.

The following is an overview of the students' Career Guidance and Counseling Program by grade:

Eighth Grade – Springdale students receive intensive career guidance beginning in the 8th grade, when they take a one-semester course called Career Orientation (CO). During the course, their learning styles, career interests, and aptitudes are assessed. Information gathered from these assessments is used during the initial CAP conferences, and reviewed and updated in succeeding CAP conferences in grades 9-12. During the CO classes, 8th graders begin building their career portfolio, which includes scores on standardized tests, learning styles, career interests, as well as previous grades. At this stage, students get a better grasp of their career aspirations by understanding and analyzing their individual strengths and weaknesses. The first CAP conference takes place during spring of the 8th-grade year when parents, the student, and a trained teacher advisor review career plans and programs of study.

Ninth Grade – In the 9th grade, students participate in guidance activities that stress teamwork, use of leisure time, and conflict resolution. The Economic Education Program—the district's K-12 career education program which emphasizes K-7 career exploration—gives students the opportunity for job shadowing that increases their understanding of the relationship between work and learning. The second annual student/parent/advisor CAP conference takes place in the spring. Goals for the upcoming year are also set during this meeting.

Tenth Grade – When students come to the high school campus in the 10th grade, they are assigned peer helpers who—under the guidance of the high school counselors—help facilitate their transition from junior high to high school. Students are also assigned their CAP teacher/advisor who meets with them each month for career review and planning. Teacher advisors use curriculum units (video and worksheets) designed by area counselors to provide accurate planning information. Students begin choosing a major and developing a program of study, which includes the selection of courses for grades 11 to 16. The *Choices* computerized interest inventory, with follow-up and education information, is administered to all 10th graders. The information is used during the annual parent/student CAP conference in formalizing a program of study and sequence of classes.

Eleventh Grade – Juniors continue to meet monthly with teacher advisors where they are given career planning information. They are given opportunities for work-based learning, community service, and job shadowing. The ASSET by ACT, a college placement test used by community colleges and technical institutes, is administered to all juniors in the spring. Those who show deficiencies which require remedial courses in college are encouraged to take an acceleration course during their senior years. Students may then retake the ASSET and use the improved score for placement. Business representatives and counselors collaborate in developing a school-to-work conference where students attend a general session and then choose break-out sessions led by teams of teachers and business partners. Juniors also have the option to take the Armed Services Vocational Aptitude Battery (ASVAB). During the annual CAP conference, students and parents work with a teacher/advisor to plan the senior year and the transition from school to work or more education.

Twelfth Grade – Seniors also meet with their teacher advisors monthly to update career portfolios. Community service is encouraged by giving elective credit options. In addition, students learn the importance of volunteerism in the community. Students use sophisticated software in the Media Center and the Career Center to explore career opportunities and colleges. Representatives from the military, postsecondary institutions, and the community are available to meet with seniors in the Career Center on a regular basis. Students are given maximum assistance in applying for work, college, financial aid, and scholarships. The College View program located in the Career Center allows students to electronically apply to many colleges and universities. An annual event that juniors and seniors look forward to attending is the College Fair at SHS where they meet admission personnel from the military and over 60 colleges. Additionally, they learn of job opportunities in Northwest Arkansas by participating in the Career Fair hosted by the Chamber of Commerce.

Grade Improvement Program – All sophomore SHS students who are at-risk of failing (those with multiple Ds and Fs) take part in the grade improvement program (GIP). Through the GIP, students participate in workshops focusing on goal setting, study skills, assertiveness, time management, self-advocacy, and school survival. The GIP is conducted by school counselors who meet weekly with students in groups of six to eight to teach them study skills and provide them with the needed support for behavior change. The program is an excellent means of providing group counseling as 150 to 200 students meet weekly with counselors in small group settings.

Career Center – SHS students frequently take advantage of the Career Center housed in the SHS Career Guidance and Counseling Department. This state-of-the art facility, which is open to students and parents any time of the day, contains the most current technology in educational and occupational exploration. Counselors and trained student aides are on hand to help students and/or parents maximize the information available at the Career Center. At the beginning of each year, students receive orientation on the wide range of information and technology available in the Career Center. In addition, teachers often bring classes to the Career Center to conduct career research.

Collaboration, Articulation, and Communication

Over the years, SHS personnel have learned that by working together they can "do a whole lot more a whole lot better." Counselors, teachers, and the administrators are committed to assist their students in achieving a successful life. The Career Guidance and Counseling Program works because of the solid working relationship that exists among the school staff. Counselors work closely with Northwest Arkansas Community College and Northwest Technical Institute to facilitate the movement of students to postsecondary education.

In January 1995, Auman and career counselor Jan Struehing began co-teaching a one-semester class entitled "Educators in Industry." Twenty district teachers receive staff development credits for the class which meets weekly. Local business or industry representatives help make education more relevant to the workplace by meeting with the class participants each week.

Parental support is essential in making a student's program of study relevant to his or her career goals. Parents participate in each step of their son's or daughter's career planning and attend CAP conferences each spring. This program has completed its third year with extremely positive feedback from parents. It is clear that parents who would have otherwise opted to be uninvolved participate in these annual career conferences.

Institutional Support, Leadership, and Program Evaluation

Administrative support for the Career Guidance and Counseling Program at SHS is visible. Increased professional development activities and improved facilities exemplify the administrative leadership that Career Guidance and Counseling staff at SHS receive.

The Career Guidance and Counseling Program is housed in an impressive facility that includes a large reception area, a full-time registrar's office, five large counselor offices, a centrally located Career Center, a classroom that seats 40, a room for small group activities, a large conference room, and men's and women's restrooms. The Career Center is equipped with the latest technology, including 12 computers, e-mail capability, and a sophisticated phone system.

The involvement of SHS in the *High Schools That Work* initiative has helped administrators of Springdale Public Schools to realize the importance of an effective Career Guidance and Counseling Program. To strengthen the different components of the Career Guidance and Counseling Program at SHS, professional development activities have been planned. Counselors regularly attend various workshops to improve their skills on career counseling, group counseling, individual counseling, and assessment. Counselors have initiated model programs for student improvement, including the GIP and Renaissance Program. As a result, student performance has improved significantly. Other student-oriented programs initiated by this innovative team of counselors include Peer Helpers, Elementary Tutors, and opportunities for students to receive school credit for community service. Additionally, school counselors assist students in the school's Learning Center/Night School, an alternative education program designed to prevent and reclaim dropouts of all ages.

Part of the re-education of school personnel at SHS is a team effort to change the traditional role that counselors play. In return, the Career Guidance and Counseling staff have made themselves available to school staff by conducting the following inservice activities:

- problem solving in the classroom
- training of peer helpers, elementary tutors, office helpers, center helpers, and CAP teacher advisors
- NAEP results and norm-referenced test results
- curriculum alignment
- conflict resolution and anger management
- Grade Improvement Program
- utilization of the Career Center

The SHS counselors also make presentations about their Career Guidance and Counseling Program at national conferences (e.g., American Vocational Association Convention, National

Youth At-Risk Conference, SREB Conference). Inservice activities they attend or conduct have energized them and advanced their professional growth.

The commitment of key players (i.e., counselors, teachers, parents, administration, business and industry, and students) to improve the Career Guidance and Counseling Program at SHS accounts for the success of the program in (1) exposing students and parents to different educational and occupational opportunities, (2) responding to the counseling needs of a diverse group of students, and (3) assisting students to successfully transition from school to work and/or postsecondary education. Action-oriented as they are, the SHS personnel continue to make things happen for their high school students.

APPENDIX F

SAN JOAQUIN DELTA COLLEGE'S CAREER DEVELOPMENT CENTER

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

The Career Development Center (CDC), a comprehensive and developmental program, was established in 1987 to assist all students and potential students at San Joaquin Delta College (SJDC) with the career life planning process. SJDC is a state-supported community college located in Stockton, California, with an approximate enrollment of 18,000 students and serves San Joaquin County and four other adjacent counties.

The San Joaquin Valley is considered a low socioeconomic area and has a large proportion of ethnic minorities, and the college student body is representative of this diversity. Forty-eight percent of the students are white, 20% are Hispanic, 6% are African American, and 26% are Asian or other. A third receive financial aid, many are non-native English speakers, and 55% are women. Consequently, there are tremendous demands for personal, career, and educational counseling and support services.

The framework of the CDC program was designed using the following as guidelines: *National Career Development Guidelines*, California Community College (CCC) Student Matriculation Plan, CCC Quality Indicators for Gender Equity, and Single Parent/Homemaker Programs. The career life planning process that we teach is primarily based on the trait factor theory of career development, lifework planning, and other resources.

The purpose of the CDC is to enhance student self-knowledge and refine skills in seeking and processing information, analyzing career problems, formulating creative solutions, choosing the most promising career opportunities, and implementing plans to accomplish goals that integrate their personal and career ambitions. The career life planning process goes beyond helping individuals overcome immediate career problems as it helps them acquire the capabilities to manage their own career development over a lifetime.

Services are intentionally designed to provide student assistance from the college admissions process, through retention, to full-time job placement following graduation. The Re-Entry Program (established in 1987) and Job Development Placement Services (established in 1991) function as an integral part of the CDC.

Importance is placed upon flexible and varied methods of delivery to accommodate special student needs. Services are provided on a walk-in basis, prearranged individual appointments, group presentations, and guidance course instruction. Materials are presented in various formats to accommodate the different learning styles (e.g., computerized, videotaped, written, and oral presentations).

Observable outcomes attained by program participants are in the 91% retention rate of students completing career guidance courses; and of the students seeking jobs, 31% successfully secured employment.

Program Operation

It is important to note that the staff is a highly motivated, positive, skilled team that takes great pride in their work. The team focuses on providing a sensitive customer-oriented atmosphere in the center.

The CDC is open from 8:00 a.m.-5:00 p.m., Monday through Friday, on a year-round basis. To accommodate evening hour CDC staffing requests, technician flextime is utilized. Career Guidance courses are offered each semester, including summer, day, evening, on- and off-campus, and interactive television (ITV) courses.

The counselor/coordinator works full-time supervising the program, teaching, and counseling students. The part-time instructors teach re-entry, career exploration, and job seeking courses, which consist of approximately twenty-two sections per semester. The three full-time technicians, who have been cross-trained, each have one program area as their primary responsibility (i.e., re-entry, career, and job development and placement). The Employment Development Department (EDD) representative and the Job Development Placement technician work closely together. However, all staff members, including clerical and peer advisors, willingly assist each other as needed.

The majority of the 3,754 students served during the 1993-1994 fiscal year have special counseling needs as 71% were undecided on their educational goal, 68% are categorized as adults needing training, 41% are considered educationally and/or economically disadvantaged, and 26% are single parents.

The CDC services can be summarized as follows: The Re-Entry Program facilitates adult transitions; self-esteem building; personal, educational, and career counseling; college orientations; campus tours; scholarships/child care grants; emergency loans; and college/community referrals. The career services assist with career self-exploration, occupational and college/training information, decisionmaking and goal setting, and timeline and planning development. The job development and placement services provide résumé development/critiquing, interviewing skills refinement, hidden job market techniques, and connecting the employer with the job-ready student.

The methods of delivery include individual assistance, group presentations/workshops, a sequence of one unit courses, and independent study. All of the courses offered through the CDC were written by the counselor/coordinator and approved in 1988. Guidance 10, 10E, 17, 30, 31, 32, and 33 count toward an AA degree and are transferable to all the California State University campuses. The courses are written in one unit blocks and one course is not a prerequisite to another, providing flexibility to meet individual student needs based on the intake assessment interview. Students may take one course or work through the whole career life planning process by taking all courses.

All CDC materials are organized in five color-coded categories: education (green), career (blue), employment (yellow), government (red), and special topics (brown). The computerized Career Indexing System (CIS) allows a student to print a customized CDC materials list (e.g., computer programs, files, reference library) as a guide for researching a job title of their choice. The CIS allows staff to categorize, track, evaluate, and update materials in a timely manner.

CDC staff are visionary leaders and choose to be a liaison vehicle to bring various campus departments, community agencies, and business entities together to further implement student and workforce preparation initiatives at the local level. These innovative efforts go beyond the boundaries of enhancing the CDC program to provide far reaching student benefits.

Typical Day Scenario

During a typical day in the CDC, any one of a variety of situations may be occurring as a carefully prearranged set of group and individual activities are planned, and yet we also pride ourselves on responding to the large number of walk-in students throughout the day. Our daily goal is to be student-focused and sensitive to the high-risk population needs, so every day brings a set of unknown challenges which we juggle with the planned activities.

Our day begins at 8:00 a.m. sharp. A peer advisor is stationed at the front of the CDC to request students sign-in as they enter the center, to answer questions, and to "direct traffic." The secretary is checking in the first student who has arrived for a counseling appointment and asks the re-entry technician to conduct the intake interview as this is the student's first visit to the center. The career technician is checking in the first couple of students who have arrived for their prearranged Eureka and Sigi Plus computer appointments, while another person has arrived for their prearranged appointment with the VHS viewing station to watch a previously taped local career awareness presentation. The student uses headphones so as not to disturb others in the center. The job placement technician is busy explaining to a peer advisor the job listing updates, which need to be made on the job board located at the front of the center, as she is taking a job order over the phone from an employer. The technicians rotate their lunch times to continue offering services throughout the day.

Since the CDC is used as a lab area, a Guidance 31 class of 37 students arrive with their instructor to begin conducting research with the assistance of the career technician. The job development/placement technician (JDP) is faxing a student's résumé to the Bay Area, while the re-entry technician is processing an emergency student loan and handing out a child care application. One peer advisor is xeroxing materials for a student at the request of the counselor, while another is assisting students at the computer stations. The clerk typist is working on student files all morning and entering student information into the computerized student tracking system. An EOPS counselor personally brings a student over to make a computer appointment and to add Guidance 10E which is a CDC independent study course. The County Office of Education has called and requested a Career Days planning meeting. The secretary has been busy with numerous phone calls requesting counselor and computer appointments, while checking in students at half-hour intervals for scheduled counseling appointments. A student arrives for her appointment with the JDP technician for résumé critiquing. The EDD representative continues to see students looking for part-time jobs at twenty-minute intervals throughout the day.

An English 79 class (an AA degree required course) of 29 students has arrived with their instructor for a prearranged CDC orientation, as career exploration is incorporated into a required writing research class project. A five-inch-thick stack of materials have arrived for the counselor to review prior to tomorrow's campuswide weekly curriculum committee meeting. There are several phone messages: staff at another college want to talk with the coordinator after hearing a presentation made at a statewide conference, and a representative from the Delta Tech Prep Consortium called requesting to use the CDC for the next countywide meeting. The counselor/coordinator is preparing to present a group interpretation of the Myers Briggs Type Indicator and the Strong Interest Inventory.

Each day in the CDC is different and fast paced. No two days are the same. It is ever changing and staff must be very flexible to accommodate the request of students, college staff, and the community.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Development Center Program Plan

Introduction

We empower students by teaching that the career life planning process goes beyond helping individuals overcome immediate career problems or crises and helps them acquire the capabilities to manage their own career development over a lifetime. Perhaps a time-worn allegory is appropriate: "A person who is given a fish eats for a day, but a person who is taught how to fish eats for a lifetime." Therefore, it is strongly recommended that students attend a regularly scheduled CDC Orientation enabling them to actively utilize CDC's resources. A videotaped orientation is also readily available. The various student handouts are distributed to all groups as well as to first-time visitors to further explain the services, courses, and resources. We are invited into many classrooms, and various instructors bring their students to the CDC to attend career presentations. During these times, we always give a brief CDC overview.

An intake interview is conducted, on an individual basis, to determine a student's status, support needs, and their level of career awareness. Part of the intake process addresses which guidance course, CDC resource, or other referral would be appropriate to meet their individual needs. The student information obtained is then entered into the CDC computerized vocational educational student services tracking system, which was developed by the CDC staff and Delta College Computer Services.

The CDC Newsletter is mailed to the students' home addresses to remind and update them regarding our program. (Our first edition was in July of 1994. Prior to that time we mailed an activities calendar on a monthly basis, starting in 1987.) In addition, we conduct various other mailings and actively advertise on-campus and in the community.

The CDC is utilized by counselors, faculty, and other support staff as a resource, lab, and referral center. Therefore, in 1990, CDC staff developed and distributed a detailed *Counselor's Reference Guide* to all counselors, division chairs, administrators, and board members. Counselors from EOPS, DSS, and general counseling prescribe student activities to be conducted through the CDC. Therefore, part of our process includes utilizing referral forms to complete the communication cycle between CDC staff and others on campus. This also allows a counselor to know if a student followed through with the suggested action plan. This student tracking of services is in the process of being computerized campuswide.

Our program is a comprehensive and developmental one, which serves all students with special consideration given to vocational education and special populations students.

1. Assist Students/Clients To Achieve Career Development Competencies.

Our primary vehicle to teach career guidance competencies is a developmental series of Career Guidance courses. Approximately 99 sections are taught each semester, and units earned count toward an AA degree and transfer to most universities. Guidance 10E, Extended Activities, a flexible independent study course, can be individually tailored to address any part or parts of the career life planning process and is recommended to accommodate time schedules and variable units.

We conduct interdisciplinary learning activities with various campus departments and secondary education; for example, a joint effort between the English instructors and CDC staff to incorporate career self-awareness into an English writing class activity.

In addition, students further develop the career development competencies through our presentations, workshops, and other special events which are videotaped whenever possible. Specific careers are identified each month, and a featured speaker program, or other workshop is presented. A wide range of computerized programs are available to students at hourly intervals with an unlimited number of return appointments. An up-to-date and extensive selection of written materials are available in the CDC. Varied methods of delivery are used to accommodate the various learning styles of our students.

The CDC career decisionmaking model simplifies the career life planning process and explains the developmental aspects of our courses while giving them a suggested list of resources related to a particular competency.

Considering the special needs of our student population, it is important to note that our students are at varying degrees of attaining the career competencies both by area and level.

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

When appropriate, we encourage students to first address building their self-esteem and self-confidence to enhance their self-knowledge and self-advocacy skill levels. Self-knowledge can be strengthened by completing Guidance 17 and researching the appropriate sections within the Special Topics category. A student is then ready to explore career self-assessment, the first step of the CDC career decisionmaking model, by enrolling in Guidance 30 and referring to related materials within the Career category.

Courses – Guidance 17, *People in Transition*, is especially designed for re-entry students who need to first focus on building self-esteem, becoming more assertive, increasing college awareness, and coping with transitions to ensure educational success. This course also serves as a vehicle to provide staff and peer support and

encouragement. The course outline includes campus and community resources, assertiveness training, coping skills, awareness of educational choices, and exploring job/career options.

Specific course objectives for Guidance 17—The student will . . .

- analyze feelings people often have who are experiencing significant change in life.
- evaluate and expand money management skills.
- compare nontraditional jobs with their work values, motivated skills, and interests.
- analyze their current educational and career decisions and set tentative goals.

Guidance 30, *Career Self-Assessment* exposes students to the first step of the career life planning process and facilitates an appreciation for the importance of self-awareness in career satisfaction. The components of the course outline include interests, skills/abilities, values, achievements, transferable skills, preferences, and desired lifestyle.

Specific course objectives for Guidance 30—The students will . . .

- analyze their interests as to how they relate to career choice.
- analyze their values and develop a realistic lifestyle.
- realistically evaluate their skills and aptitudes.
- synthesize information into an organized realistic body of self-knowledge.
- compare and contrast their previous and current approach to the career life planning process.

Resources – To enhance self-knowledge and self-advocacy:

- Videotape library – special topics section
- Resource library
- Community resource directories section

To identify values:

- Career values card sort

- SIGI Plus – includes a self-assessment section which looks at work-related values
- COPSystem – includes a section, COPES, which measures work values

To identify skills:

- SkillScan – designed to identify range of skills and strengths; determine skills which play a major role in work; organize skills into skill groups, which connect to occupational areas; strengthen résumé writing and interviewing skills
- Motivated Skills Card Sort – an exercise in rating skills strengths and weaknesses
- Microskills Inventor – computerized program which is ideal in exploring transferable job skills

To identify interests:

- Occupational interests card sort – an exercise in rating career likes and dislikes
- COPSystem – includes a section, COPS, which helps define work interests
- SIGI Plus – includes a self-assessment section to choose main interest work fields

Students have a wide variety of career assessment instruments to select from, and one hour individual counseling interpretation appointments are available upon request. Group interpretation is also conducted through workshops and as a part of the appropriate guidance courses. Since the Myers/Briggs Personality Type Indicator and Strong Interest Inventory are the two most highly respected instruments, and because we provide on-site scoring, they are the most frequently used instruments by our students. Other available instruments include Career Assessment Inventory, COPSystem, Self-Directed Search, Job-O, and the Quest questionnaire.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

We encourage students to conduct educational and career exploration through the CDC by enrolling in Guidance 31. This course provides frequent structured lab hours to facilitate student exploration activities with the instructor and the career technician. After students have completed extensive CDC research, they are ready

for the next occupational exploration step, which is career informational interviewing. To learn this valuable community networking exploration technique, Guidance 32 enrollment is suggested. This often leads to part-time and unexpected future job opportunities.

Guidance 31 and 32 focus on step 2 – World of Work and step 3 – Goal Setting of the CDC career decisionmaking model. It should be noted in reference to the color coding system, students can locate related materials in the following categories: Education, Career, and Government.

Courses – Guidance 31, *Career Exploration*, includes investigation of job duties, training, and educational requirements, desired employee characteristics, salary ranges, and future employment trends through printed and audiovisual media. The focused resource is the CDC.

Specific course objectives for Guidance 31—The student will . . .

- compare and synthesize career information from various CDC sources.
- evaluate the relevance and limitations of information in relationship to their situation.
- compare and contrast the career requirements and opportunities with their knowledge of their own career self-awareness.
- evaluate the educational requirements and the possible advancement progression sequence.
- synthesize career exploration information to establish a process which can be utilized throughout a lifetime.

Guidance 32, *Career Information Interviewing*, teaches students how to obtain information directly from people employed in career interest areas through an organized interviewing process. The focus is on using community resources.

Specific course objectives for Guidance 32—The student will . . .

- analyze how to gain relevant career information through the interview process.
- explore and evaluate workplaces and workstyles.
- compare and contrast the information obtained from each interview.
- analyze how well the information obtained matches their own personal career needs.

Resources – To identify educational alternatives:

- Eureka College/Universities Section
- Eureka School Finder
- Local or national college catalogs
- California Scholarship Database
- National Scholarship Database
- Videotape library

To identify occupational alternatives:

- Eureka California Career Information
- SIGI Plus
- *Occupational Outlook Handbook*
- *Encyclopedia of Careers Vocational Guidance*
- Occupational files
- Videotape library

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

Students are assisted with career planning, preparation, and transition in Guidance 10 and Guidance 33. Using the color coding system, related materials are located in the Education and Employment categories in the CDC. These two courses address the final step in our career decisionmaking model with the understanding that people will transition through this process a number of times during their life.

Courses – In addition to assisting the students with educational opportunities awareness, exploration, and planning, Guidance 10, *Orientation to College*, also assists a student in the development of a detailed educational course plan. It assists students with transitions and further clarifies the decisionmaking process.

Specific course objectives for Guidance 10—The student will . . .

- understand the admission and registration process.
- develop skills using the college catalog.
- develop a tentative four-semester student educational course plan (SEP).

- differentiate Associate in Arts degrees, Vocational and Certificate programs, and transfer programs.
- assess interest, values, and skills relative to an educational goal.
- select appropriate support services: financial aid, tutoring, student activities, computer lab, re-entry, EOPS, library, assessment center, and so on.

Resources – To locate educational information:

- college catalogs
- articulation agreements
- vocational certificate brochures
- transfer files
- Eureka College/Universities section
- Peterson's college selection service

To locate support services:

- Reference library, financial aid
- Helping agencies and directories
- SJDC library handbook
- SJDC catalog/schedule of classes

Guidance 33, *Job Seeking Skills*, assists students with successful job search techniques and includes résumé writing, job interviewing, and the hidden job market. It finalizes the process of transitioning from school to work.

Specific course objectives for Guidance 33—The student will . . .

- analyze the job hunting process, comparing the traditional and nontraditional methods.
- evaluate his or her traits and skills and relate them to job/career goals.
- collect, analyze, and organize their personal information and effectively write a résumé.
- learn how to obtain interviews and the importance of researching the employer.
- learn interviewing preparation methods, effective interviewing skills, and appropriate follow-up and evaluation.

Resources – To locate employment information:

- Internet
- Job Match, EDD
- Eureka job search
- Résumé writing programs
- Full-time/part-time job listings
- Videotape library, interviewing
- Annual Job Fair
- Job Fair preparation workshop
- Company files

2. Addressing the Needs of Diverse Student Populations

The population served by SJDC has a large proportion of ethnic minorities, and SJDC's student body is representative of this diversity. Forty-eight percent of the students are white, 20% are Hispanic, 6% are African American, and 26% are Asian or other. Fifty-five percent are women. Many students come from economically and educationally disadvantaged backgrounds. For the 1994-1995 fiscal year, of the students who took the SJDC Assessment/Placement Test, 35% need remedial reading and 42% need remedial math courses. A third receive financial aid, and many are non-native English speakers. Consequently, they have special counseling and compensatory education needs.

Each year we offer a variety of presentations, workshops, and activities which are especially designed to address the needs of the special populations. In addition, career assessment instruments are available in Spanish and Vietnamese as noted in our advertising handout. Note the CDC advertising material printed in Spanish. Our special topics category addresses the issues and barriers to success of the various special populations we serve. Example topics include self-esteem, study skills, test and math anxiety, financial aid, child care, legal issues, and sexual harassment. We also have a special section for women and nontraditional careers, and our scholarship information contains specific references for women and minorities.

3. Program Support Services

At any given time our CDC staff includes six to twelve peer advisors who have been carefully selected to provide a positive role model for new and returning students and special populations. They work on a part-time basis through College Work Study to assist students and staff in the CDC. To further enhance the center services, the CDC staff created a Re-Entry Peer Advisor training program and manual.

The Re-Entry Emergency Loan Program is supported by private donations and is a revolving account. Funds can be dispensed to students on the day they apply and are available to students who qualify for state and federal financial aid. This is a strong student retention support service as many students who qualify apply late for financial aid and find themselves needing money for books, supplies, and child care. The loan amount is deducted from the students' awards prior to receiving their financial aid checks.

The Re-Entry Program offers the largest Child Care Grant at SJDC for full-time students in good academic standing. The grant will pay up to $200 per month for the school year to a licensed child care provider.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

Since we work with adults, from the counseling perspective, it is important to address the needs of the whole person. Most are trying to balance school with jobs and family responsibilities. Many times students need assistance with time management, money management and suggestions as to how to gain or increase their spouse, significant other, or children's emotional support for their educational efforts.

When we conduct workshops for Project Step-Up, we invite family members to functions as this group is made up of women pursuing nontraditional careers and family support is an important factor to success.

2. Faculty/Staff Involvement in the Career Development Center

In 1990, the CDC staff developed a detailed Counselor's Reference Guide, which reflects all of the CDC resources, and distributed a copy to all counselors, division chair offices, administrative managers, and SJDC board members. Various inservice presentations were conducted and a Counselor's Suggestion Form was distributed to encourage additional resource suggestions. This was followed by several all-day workshops.

A series of Information Exchange Meetings have been held with various instructional and service departments on campus. This gives both parties an opportunity to explain what they do and ask questions of the other department. This has been a strong positive communication connection. As a result, instructors and counselors make various presentations upon request and they are videotaped.

The various Chamber organizations in our service area provide free advertising of the CDC services in their publications and participate in our Job Fair.

For the last five years, we have organized a Job Fair which is especially designed for AA degree graduates and certificate recipients who are seeking full-time employment. Each year a group of volunteer agencies have provided a section of booths to teach students how to turn volunteerism into a career. Various employers have taken turns staffing a résumé critiquing booth during this event. On the average, 36-45 employers attend.

3. Intra- and Interagency Collaboration

The CDC staff have many ongoing collaborative campus efforts such as the following:

- The business division added Guidance 33, *Job Seeking Skills*, as a required course to the last four revised business certificates. There are future plans to add Guidance 33 as other business certificates come before the campus curriculum committee for revision. The business marketing instructor jointly works with the counselor/coordinator to include the Myers/Briggs Personality Type Indicator and CDC services overview.

- The English 79 (required course for AA degree) instructors polled the students and decided to require a career exploration research paper.

- An overview of the CDC services is presented to various student groups upon instructor request and have included such subject areas as chemistry, music, drama, English, writing, basic reading, food service, drafting, and nursing.

- The Electron Microscopy certificate instructors have worked with the CDC staff to incorporate a job seeking skills unit into their existing courses. The CDC staff works with the EM students each semester during this unit. The counselor/coordinator has organized and conducted an extensive student orientation to college program with the music, drama, and dance faculties.

- Interagency collaboration includes a partnership agreement with the EDD which has been ongoing for approximately ten years. They provide a full-time EDD representative who is housed in the CDC and works closely with the SJDC staff. In addition, the CDC staff work closely with the secondary education, continuation, and adult school staffs in the district service area to provide a wide range of recruitment and other collaborative efforts. On a statewide level, the CDC staff continues to work with the California Community College Chancellors Office on related career education issues.

4. Collaboration with Business

San Joaquin County Business Council has entered into a partnership with SJDC and the San Joaquin County Office of Education with a commitment to enhance the educational opportunities of the county. They plan to continue the three-day countywide Career Days in 1996. In addition, they assist us with employer recruitment for student job placement and career awareness presentations on an ongoing basis.

Two years ago, the Eureka Corporation agreed to provide the clerical time needed annually to enter data on all available SJDC Scholarships and information to be included in Eureka's scholarship section. They continue to honor this unofficial agreement. They also provide a countywide K-14 counselors Tech Prep Awareness all-day inservice. Re-Entry Peer Advisor Training is conducted each summer; students are paid to attend and a training handbook is provided.

C. *Institutional Support, Leadership, and Program Evaluation*

1. Institutional Support

SJDC's president and other administrators have been extremely supportive of the CDC by approving counselor/coordinator release time, center and classroom facilities, computer support services, and staff development. In addition, participation in county and state committees has been encouraged. CDC services are promoted in all of the college publications such as the college catalog, schedule of classes, student handbook, and student services brochure.

The SJDC mission statement declares,

> Our commitment is to prepare our students with the knowledge, skills, and competencies they will need to excel in their educational, professional and personal endeavors and our institutional effectiveness is advanced by linkages with local secondary schools and with other institutions of higher education, business, industry, and local government.

The CDC addresses both institutional goals by teaching the career life planning process and establishing various educational, business, and agency partnerships.

The Policy and Procedures Manual, procedure 3121, Counseling and Guidance Services, CAREER DEVELOPMENT, states, "Career Development is an integral part of the counseling function and supports a career specialist counselor which acts as a liaison between SJDC students, staff and community. In addition, guidance courses are recognized as an integral part of guidance."

2. Facilities

The CDC has a central lab area utilized for individual and group activities, with six private offices, a classroom which seats 35, and a student computer lab area. The central lab area includes a technician work station, a clerical work station, and a peer advisor work station. The offices house the counselor/coordinator, re-entry technician, job development and placement technician, EDD representative, veterans clerk, and part-time clerical staff room. The computer lab area consists of three student work stations with a laser printer. The CDC is housed in a centrally located

building on the same floor as the Dean of Student Services, general counseling, EOPS, transfer center, and veterans services.

3. Financial Support

The CDC is funded by a combination of $199,865 federal funds (VATEA), $47,356 state funds (matriculation), and $38,478 (general) local funds for a total budget of $286,699.

In addition, EDD pays one full-time EDD representative to work in the CDC. EDD provides the EDD representative and the CDC job placement technician each with a computer, which allows both to access Job Match, the statewide job listings database. In addition, EDD has provided staff development training to the CDC job development and placement technician. For the last four years, annual funding of $20,000 has been provided by the San Joaquin County Business Council to support the three-day countywide Career Days. As of June 1995, they began offering a SJDC student scholarship due to our cooperative working efforts.

Soroptimist International of Stockton has provided financial support to the re-entry services for the last eight years. In past years, they have contributed to our Motivational Re-Entry Seminar, an all-day Saturday recruitment event, and they have made contributions to our emergency loan program, supported our re-entry student of the month program, and provided Christmas baskets to our economically disadvantaged students and their families. We are now entering the fourth year that they have provided a $1,000 scholarship that is available only to a female SJDC re-entry student. This is in addition to the TAP Award. They raise the funds through a tennis tournament, which they organize.

4. Guidance Personnel Qualifications

In March 1990, the CDC received the Presidential Award from the California Career Education Association for innovation and excellence. In addition, our state-level committee involvement is due to our program reputation.

The coordinator/counselor has a master's degree in educational counseling with an emphasis in career development. The coordinator has 12 years of K-12 teaching and counseling experience and nine years of college counseling/coordinating experience,

which includes county and statewide leadership. In addition, the coordinator has a private business background.

All instructors have a master's degree in counseling and specialized experience and backgrounds in the specific areas they teach.

The two technicians have bachelor's degrees and all had SJDC work experience prior to being hired as CDC staff members. The Career Center Technician is currently completing coursework toward her master's degree in counseling. The EDD representative has 28 years of job placement experience.

The two clerical staff members are highly trained individuals. The secretary is full-time, and the clerk typist is shared half-time with another office. The six to twelve peer advisors, who work up to 20 hours a week, are carefully screened and seasoned students who are seen as outstanding role models for their peers.

The CDC staff is multilingual; the languages they speak include Spanish, Cambodian, Tagalog, Punjabi, and Cantonese.

5. Professional Development

The coordinator currently serves as the California Career Education Association vice-president and is a member of the California Community College Chancellor's Office Career Development Placement Task Force, both of which expand leadership and an understanding of current career education issues. The coordinator has been frequently asked to make statewide presentations regarding the CDC. In January 1995, the coordinator presented to several hundred educators during an Education Forum at the request of California Senator Patrick Johnston.

Staff are encouraged to attend relevant conferences. This year, staff attended the CCEA career conference and the CPA job placement conference. All CDC staff were provided an opportunity to attend a Strong Interest Inventory Interpretation Skills Workshop this year and a Eureka on-site inservice is planned for October 1995. The CDC staff work with others and make written suggestions which we send to the Eureka Corporation for updating their Career Information System Database.

Interdisciplinary learning activities are conducted with CDC staff, various campus departments, and secondary education. In addition, the counselor/coordinator is involved in many campus committees, as noted on her résumé, which increases faculty/staff connections with the CDC.

6. Program Evaluation

Official written employee evaluations are conducted every other year and the results are placed in the employee's file, which is located in the Human Services Department. The evaluation process consists of self, peer, and supervisor evaluation.

Each instructor conducts written student evaluations during the last class meeting of each course each semester. The results are used to improve our guidance courses for the following semester. In addition, in order to evaluate large events such as our annual Job Fair and countywide Career Days, we collect written employer, instructor, and student evaluations. They are summarized, discussed, and used for the next year's planning.

7. Follow-Up of Program Completors and Noncompletors

Our newsletter is mailed on a regular basis to all of our vocational students, and extra copies are available in the center for others upon request. Each semester a mass mailing to all vocational certificate recipients is conducted to encourage them to use job development/placement services. Also, a regular mailing to the advanced vocational students encourages early contact with CDC or placement services.

When students who are enrolled in guidance courses fail to attend, phone contact is made to inquire and to offer follow-up assistance.

Through the computerized vocational education student tracking system, student enrollment is checked each semester, along with continued enrollment and graduation. Follow-up letters for noncompletors are mailed. Phone calls to noncompletors are made by peer advisors as time permits.

APPENDIX G

NORTHEASTERN OKLAHOMA A&M COLLEGE'S JOBS PROGRAM—OWLS (OLDER, WISER, LEARNING STUDENTS)

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

Northeastern Oklahoma A&M College (NEO A&M) is organized as a state-supported comprehensive college offering associate degrees and/or certificates while remaining sensitive to the specialized educational needs of the local community. The basic curricula contain freshman and sophomore courses for students who intend to pursue a baccalaureate degree after leaving NEO A&M. Occupational programs provide opportunities for furthering the cultural, occupational, recreational, and enrichment opportunities for those in the community desiring to study in specific areas of their interest with or without credit.

NEO A&M decided in 1990 to become a part of the solution for the unemployed and underemployed. NEO A&M established a program whereby at-risk adults could overcome the expectation of failure, build success by building self-esteem, and reverse the trends that were harming them and their families. At-risk adults were defined as those adults who found themselves in poverty with little hope for improving their futures. NEO A&M worked to recruit these students to build a strong sense of community, to establish a public/private partnership, and to strengthen the participants' personal and social skills. Students are encouraged to select careers that had high marketability with potential to lead to self-sufficiency.

NEO A&M participated in the JOBS Program funding for the fiscal year 1992-1993. The purpose of this funding was to strengthen student services for Education, Training, and Employment (ET&E) participants (100% of which are on public assistance), who were enrolled as full-time students at NEO A&M. The primary focus of the additional services was recruitment, retention, and completion of postsecondary training designed to lead to productive employment. Central to all these was helping ET&E participants help themselves to regain their own self-respect. NEO A&M addressed the needs of at-risk nontraditional

adult students who have been unemployed or underemployed with little hope for change. This objective is accomplished by helping such adults overcome their educational deficiencies and integrating them into postsecondary education. The methods by which these goals have been achieved is outlined in the appendices under methodologies. The observable outcomes will be referenced in the appendices under tracking.

The OWLS Program has been recognized as a state and national model program. Our program has been visited by over thirty educational and governmental agencies for replication. We have been interviewed by the Oprah Winfrey Show, the *New York Times*, and been featured elsewhere on television and in print. Other numerous awards have been given.

Program Operation

The NEO OWLS Program serves 100 full-time students each semester. In its design, there are two additional modules which serve another 100 participants in a variety of ways, including basic skills and employability training. Approximately 50 participants will be enrolled in summer school each academic year.

The ages of the participants range from 21 to 35 and over. About 96% of the participants are female, and 46% are male. Of the participants, 64% have a parent or parents who graduated from high school, while 36% are first generation high school graduates. The statistical breakdown for the last grade completed in high school is 67% graduated, 6% completed the 8th grade, 18% completed the 9th grade, 5% completed the 10th grade, and 4% completed the 11th grade.

Participants in the OWLS Program have a high educational need for developmental education. The primary reason is that approximately 40% of the participants are high school dropouts, which means they are almost always automatically deficient in core areas. For the 60% who graduated from high school, their high school graduation requirements did not meet college entrance level requirements in mathematics, English, reading, and so on. Consequently, the participants often find themselves in a deficiency status.

Nearly all of the participants have been out of the educational setting for a number of years, which is reflected in various standardized test data. Generally, entering OWLS students will have a score of 14-17 as their ACT composite score.

NEO A&M utilizes its own personnel and resources to ensure proper and efficient administration of the JOBS Program. The OWLS coordinator serves as a liaison between intraagencies and interagencies for the JOBS participants. The coordinator's responsibilities include recruitment and retention of JOBS participants. The coordinator possesses the ability to understand, develop, and motivate current NEO students and future students.

The NEO A&M OWLS Program utilizes lab assistants for the health science areas; the general science areas; and the reading, writing, speech, and math areas. The lab assistants provide full-time assistance in the relevant area for the JOBS participants, with full understanding that while it may take remediation, all participants can learn. Lab assistants work closely with faculty for the empowerment of participants.

The goal of the counseling program is to serve all participants in a multidisciplinary approach. The approaches include, but are not limited to, a one week pre-school workshop, individual socialization sessions, crises intervention, parenting, and stepparenting. All participants are required to complete an intake with the counselor. At this point, the client is given a set of recommendations in how to follow "A Typical Day" in the NEO A&M JOBS Program.

A Typical Day in the NEO A&M JOBS Program

A typical day begins early for JOBS Program participants. As they prepare themselves, many of the clients assist their children to begin their day.

Due to class schedules, many clients schedule counseling appointments early in the day before their first class. Participants generally attend between three to four hours of class a day.

After eating lunch in the OWLS Center, a client may elect to check-in with their appointed staff member. The staff member will discuss any difficulties that the client may be anticipating or experiencing in coursework. If the client is experiencing an especially difficult task, the staff member will formulate a plan of action to aid the client. The task of all staff members is to aid and abet the individual in the process of becoming self-sufficient and empowered.

The staff member has a large number of tools to lead the client to understanding. The client may choose to utilize a variety of reference materials or software. The time that a participant

spends with staff members and study fulfills the requirement of the initial contract that each participant signs. It is not unusual for JOBS participants to spend some time during each day with a large number of JOBS staff.

JOBS participants are active in many college organizations and clubs. The staff encourages active participation, which aids in developing effective social skills. A typical day varies for each individual as many participants are completing required health science clinicals.

JOBS participants are active in the program on a daily basis. We believe this holistic approach leads to active peer support and a strong community.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Guidance and Counseling Program Plan

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

NEO A&M JOBS participants are required to complete a comprehensive intake with the JOBS counselor prior to admission to the program. The comprehensive intake evaluates cognitive, behavioral, and social skills. Through individual interaction with the counselor, clients discuss relevant needs, interests, values, and abilities that influence their career decisions as well as their desires to attend NEO A&M. Upon completion of the evaluation, the client may be admitted to the program and asked to sign a contractual agreement to ensure program compliance.

Many of the active participants report a high incidence of physical, sexual, and mental abuse. Emotional traumas may include depressive disorders, dependent personality disorders, or polysubstance abuse. Clients are supported and encouraged to confront personal issues in an atmosphere of unconditional positive regard. Many participants may seek counseling for guidance purposes. Through intra-agency and interagency collaboration, participants can have their immediate emotional and personal needs addressed.

Counseling services include individual and family therapy, physical and sexual abuse therapy, substance abuse counseling, and parenting and educational services. Through an understanding of career development theory and assessment, the counselor may aid the participant in career exploration or assessment.

The purpose of the counseling module is to empower the participants to make the difficult transition into their chosen career. Counseling assists the individual by providing a structure through which they may explore personal and career issues. Through maintaining contact with the counselor, students are encouraged to maintain their focus on studies while confronting barriers to personal empowerment. The client works in collaboration with the counselor to develop a treatment plan with measurable and observable objectives.

Social skills development workshops offer clients ample opportunity to learn practical skills to aid in personal development. The topics of workshops include relationships, parenting, assertiveness, co-dependency, addictive behaviors, eating disorders, communication skills, depression, accepting change, and conflict resolution.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

The NEO A&M JOBS Program incorporates educational and occupational exploration into the counseling module. Clients are assessed prior to entry into the JOBS Program. The primary goal of the JOBS Program is to encourage clients to select careers that have high marketability with the potential to lead to self-sufficiency.

The Educational Occupational Services testing coordinator completes an intake and assessment, which assesses participants' interests and aptitudes. Between the job developer and the participant, a decision is made to explore a specific career field. At that point, a referral is made to the NEO A&M JOBS Program to enroll a student in a particular major.

In conjunction with the JOBS Program counselor, the director of counseling at NEO A&M serves as a liaison between the JOBS Program counselor and the other counselors on campus. The director and her staff also serve the Career Orientation Assessment to the students entering NEO A&M. She and her staff analyze the results of the interest inventory and help participants decide which field of study might be most suitable.

The counseling services utilize SIGI, SIGI-PLUS, and Discovery. The assessments assist the clients in investigating their interest, values, and abilities. Students are encouraged to explore current information available through the *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*. Career and educational exploration is the initial goal and is a continuing opportunity for every participant in the JOBS Program.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

After completion of the JOBS Program, participants are referred to appropriate JOBS developers for placement. However, prior to completion, clients are given many opportunities to address career planning and transition.

The JOBS Program staff believe that employability training is essential to the success of the participants if they are to find secure employment that will remove them from long-term welfare dependency. Activities include goal setting, employee etiquette, and interview preparation.

A professional development course is available for participants to increase job readiness. Coursework covers topics such as social skills, office etiquette, résumé writing, and so on.

Due to lack of funds, many participants lack appropriate attire for effective transition. This need has been addressed by the Advisory Council. A clothes closet has been established so that clients may select and keep appropriate clothing for effective transition. The program has made an effort to include the business community; donations have been sought to sponsor students as they make the transition from school to work.

Overall, the NEO A&M JOBS Program assists clients in recognizing and utilizing their present strengths and abilities for effective career transition. The program staff is dedicated to the JOBS participants as well as to their employability.

2. Addressing the Needs of Diverse Student Populations

NEO A&M's target population is comprised of 100 ET&E participants (on public assistance) each semester. This population is reflective of the high poverty rate in

NEO's surrounding counties, and the high rate of permanently displaced workers. The target population is then broken into four primary groups—clients who are under 21 with no high school diploma or GED; clients under 24 with limited work experience and either a GED or high school diploma; clients who have been on welfare for 24 out of the previous 36 months; and "other," which includes those recipients who are referred by the Department of Human Services (DHS) that do not fit into any of these stated categories.

The ages of the participants range from 21-35 and over. Approximately 96% of the participants are female, and 4% are male. Of the participants, 40% of the participants are high school dropouts, which means they are automatically deficient in core areas.

The counseling program addresses diversity through a multidisciplinary approach. Innovative approaches allow diverse populations to seek support in culturally appropriate and sensitive methods. Commonalities for the participants include alcohol/drug issues, sexual and physical abuse issues, and codependent relationships. The counselor utilizes the Substance Abuse Simple Screening Inventory (SASSI-2) for accurate assessment and evaluation. Counseling addresses communication, relationships, self-esteem assertiveness, and empowerment.

3. Program Support Systems

One hundred percent of the participants are provided an opportunity to have tutorial services in the four content areas of math, science, health science, and English by highly qualified, degreed personnel. The tutors also assist in the employability module by assisting with the pre-school workshop, Return to Learn; résumé building; and job readiness skills.

These services are coordinated through the OWLS coordinator. The coordinator is responsible for recruitment and tracking of the participants. The students are linked to the mainframe where formation can be retrieved on a continual, up-to-date basis. The OWLS coordinator serves as a liaison between NEO A&M and the various DHS sites. The coordinator further serves as a role model for the participants.

NEO A&M OWLS recently received the Outstanding Volunteerism Award from the State of Oklahoma. This award was given for their total dedication to NEO A&M, to other students, and to themselves in their dreams of breaking negative cycles. The

ET&E participants, peer tutors, and peer counselors stand united in their hopes of breaking the cycle of dependency that has been a trap for the participants and their families.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

The NEO JOBS Program has implemented a holistic approach which includes participants' families directly and indirectly. Families are included in a variety of program activities as well as services.

Families are often included in the counseling process. As individuals are empowered and enter the process of change, there is a direct impact upon the family system. Counseling activities often address the needs of participants' children.

NEO JOBS participants are encouraged to select careers that have high marketability and, thus, lead to potential for self-sufficiency. This aspect of the program directly influences the family. When a JOBS participant achieves self-sufficiency, it strengthens the family and improves outcomes for children. The program, therefore, breaks the intergenerational welfare cycle and dependency.

2. Faculty/Staff Involvement in Career Guidance and Counseling

The NEO A&M JOBS Program is strongly supported by the NEO A&M faculty and staff. During Return to Learn, the pre-school workshop, each department is represented by its chairperson. Each chairperson explains his or her department and its opportunities for the students.

If a JOBS participant encounters academic or attendance problems, the faculty notifies the OWLS coordinator via the mainframe for appropriate intervention. Participants often extend appreciation for the personal support and guidance they receive from NEO A&M faculty and staff members.

The NEO A&M Counseling Program supports the JOBS Program clients when appropriate. Participants may be referred for further career and guidance counseling. The coordinator of the counseling program is available if participants prefer another counselor to the JOBS Program lead counselor.

3. Intra- and Interagency Collaboration

The JOBS Program is totally integrated into NEO A&M's existing resources from the mainframe to the Jostens Integrated Learning System and Academic Readiness Lab (Title III). The coordination of activities was the core of effort during the first year. The program has now been widely accepted and is automatically included in campus activities.

The following agencies provide external assistance: Intertribal Council, Ottawa County Community Partnership, Miami Chamber of Commerce, Community Action, DHS from five counties and the state level, Job Training Northeast, Cherokee Nation, Willow Crest Hospital, Baptist Regional Health Center, Northeast Oklahoma Council on Alcoholism, Project Attend, Northeast Area Vo-Tech, ABE/GED programs, various civic organizations and church groups, NEO women, the state employment office, employment security commission, legal services, local legislators, and so on. The JOBS Program looks to these agencies for a broad range of services and resources, including additional financial aid, transportation, child care, book funds, and legal aid.

The NEO A&M JOBS Program Advisory Council is critical in the role of empowerment of participants and their future career success. The Advisory Council seeks to prepare the client for an effective transition to a career by providing interview clothing, mock interviews, mentorships, internships, and placement opportunities.

4. Collaboration with Business

The DHS Job Developers serve as the business and industry link for the JOBS Program. We have developers from five counties: Ottawa, Delaware, Craig, Nowata, and Mayes. They contact major employers in each county to develop a rapport in order to make referrals once the participant has completed or terminated their educational endeavors. They also place students in Work Experience Programs (WEP) to strengthen their career opportunities and experience. Placements include the Miami Chamber of Commerce, NEO A&M, and other entities.

The Professional Etiquette course at NEO A&M has become a regular part of the coursework for the participants. This course has been specially designed to train ET&E participants on how to prepare for their future career by learning how to

dress, how to conduct themselves in a professional setting, how to interview, and so on.

The NEO A&M JOBS Program established the Advisory Council to enhance the connection between business and industry. The JOBS Program works closely with the Chamber of Commerce and speaks to a variety of civic organizations to open the lines of communication and break the stereotypical beliefs about those on assistance—to show that they can be highly motivated and highly prepared for the workforce.

C. Institutional Support, Leadership, and Program Evaluation

1. Institutional Support

The administration at NEO A&M has been highly supportive of the NEO A&M JOBS Program. The president, academic vice president, fiscal vice president, and dean of students have demonstrated continual commitment to this program. The JOBS Program is further supported by NEO A&M's internal counseling program which consists of a coordinator of counseling, two other counselors, and a Native American counselor. All policies that apply to NEO A&M are incorporated into this program to further enhance student success.

2. Facilities

The OWLS Center is the central facility where the JOBS Program is housed. The center provides a work area where top of the line laser jet printers, IBM computer equipment, a copy machine, and other necessary supplies are used to equalize ET&E's academic opportunities. A formal family area with a television, VCR, and stereo is maintained for intimate group settings. The participants also use this area for "time out," perhaps a five- or ten-minute relaxation period between classes.

The OWLS Center also houses the OWLS coordinator and four highly qualified tutors whose work stations are equipped with computers, laser printers, and appropriate software. The tutorial program is designed to strengthen the developmental sequences, which are required to succeed in the certificate and degree programs.

The most important function of the center is to provide an area in which alternative viewpoints can be shared by contrasting socioeconomic strata through socialization. The ET&E participants can learn from the non-ET&E about values and behaviors through appropriate role modeling and, inadvertently, break stereotypical views held by non-ET&Es. Participants learn cognitive and behavioral skills that challenge the barriers to employability and self-empowerment.

The cost for the program consists of personnel, equipment, supplies for students and staff, communication, postage, and an emergency funding account for students who have specialized academic needs (e.g., nursing students must take the hepatitis shot, enrollment barriers, and so on). The first year's appropriations were $180,565 and NEO used $135,495. The appropriation for year two was $244,754 and the amount used was $216,000. The funding sources are DHS at 70.39% and NEO A&M's Local Share Contribution at 29.61%. NEO A&M also supplements this program through additional funding.

Interagency collaboration is an additional source of funding for the students' financial needs. All ET&E's are eligible for federal funding and loans, unless they have defaulted earlier. Private community support is sought for scholarships, clothing needs, and so on.

4. Guidance Personnel Qualifications

The NEO A&M JOBS Program is designed for the clients' holistic recovery by establishing a total support system. The lead counselor in the program has a master's degree in education (educational counseling), with a focus on community agency counseling as well as career counseling. He has received special training in multicultural as well as gender issues. His background includes individual counseling, family and marital counseling, substance abuse, and physical and sexual abuse issues.

The lead counselor is supported by the other JOBS Program personnel whose degrees range from an Associate in Arts to the doctoral level, most with bachelor's degrees. All staff members advise/counsel ET&E students either in academics, careers, or personal issues. One important element of staffing is to ensure that staff members understand the distinct appropriate referral boundaries to the lead counselor.

The JOBS Program is then supported by NEO A&M's counseling team, which consists of the coordinator who has a doctorate and four counselors who have master's degrees and who serve as academic, career, and personal counselors.

The JOBS developers from DHS further support the counseling efforts by direct referral, canonization with our staff, and follow-up with the clients as needed.

5. Professional Development

NEO A&M has professional development built into its strategic plan. Covey's Seven Habits and Total Quality Management are currently being offered to all personnel. The JOBS Program staff utilize both of these leadership styles on a daily basis, with frequent self-checks to ensure that we are serving the students well, while addressing our individual needs.

The JOBS Program has in-house staff training once a week. The staff training addresses the issues that have arisen that particular week. An example might be an aggressive participant. The team first discusses why the participant might be demonstrating this behavior and then the team will role play the situation to determine the best resolution. The staffing allows time to address the needs of the clients and the staff.

Professional development activities are designed into interagency meetings, the annual state DHS conference, the JOBS Program Advisory Council, and into other relevant training sessions. All JOBS Program staff members are also eligible to take any relevant course to their employment at the expense of NEO A&M; this option can further upgrade their skills and also give them an opportunity to increase their circle of influence.

6. Program Evaluation

To obtain funding for each period, NEO stated that it would concentrate on the following measurable and outcome-focused objectives:

- ET&E participants enrolled in NEO A&M's JOBS Program will attain a retention rate comparable to the student population at NEO A&M. Comparable is defined as not less than 3% lower than that of NEO A&M's general student population.

- Participants will attain a grade point average comparable to the general NEO A&M population. Comparable is defined as not less than 3% lower than that of NEO A&M's general student population.

- The number of participants continuing to make satisfactory academic progress will be comparable to the general student population at NEO A&M. Comparable is defined as not less than 5% lower than that of NEO A&M's general student population.

The evaluation procedures are conducted by NEO A&M and monitered by DHS and the Oklahoma State Regents for Higher Education. Additional audits are conducted by the internal monitoring systems for which NEO A&M must remain in compliance. A federal audit is possible, but has not been done for this program.

The program must stay within NEO A&M's established structure, including salary, work periods, and so on. The program is under the direct supervision and evaluation of Dr. Jim Lovell, vice president for academic affairs at NEO A&M.

7. Follow-up of Program Completors and Noncompletors

The NEO A&M JOBS Program begins with a documented referral from DHS. The JOBS Program is linked to the mainframe network which notifies the program coordinator when a noncompletor has withdrawn. In return, the coordinator/tutor notifies the DHS job developer. Upon graduation, JOBS Program staff enter the date the student completed a particular field of study. The JOBS Program staff is aware when a student becomes employed and that date is documented.

Completors and noncompletors are then referred back to the original job developer for placement. For the noncompletors, they often obtain a job from the partial vocational and technical training and/or improved self-esteem they received while at NEO A&M. The job developers search records to see if the participants are earning income and/or to find the date their cases are closed for noncompliance.

As of December 1994, 402 participants had entered the program, with 70 graduates and 84 employed.

APPENDIX H

ST. PETERSBURG JUNIOR COLLEGE'S PATHWAY PROGRAM

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

The Pathway Program is designed to help student populations that are both disadvantaged and underrepresented in the allied health professions gain acceptance into a limited enrollment health program and enhance student success potential. Pathway is part of St. Petersburg Junior College, the first public community college in Florida. The Pathway Program is a result of a college Admissions Task Force that was charged to investigate the criteria which are predictors for success in allied health and nursing programs and examine the impact the limited enrollment status of these programs had on the diversity of the student population. After several public meetings, the examination of data, and much discussion, the idea of the Pathway Program was born. It became operational during the fall semester of 1992.

Through a variety of services, including counseling, remediation, tutoring, assessment, financial assistance, resources, mentoring, career shadowing, and success courses, the Pathway Program assists underrepresented and disadvantaged students in achieving success in their chosen health career field. These services provide students with a mentor (a health professional in the field of the student's interest), academic skills, self-esteem building activities, financial assistance, and support needed to achieve their goals. Each student that successfully completes the Pathway Program and the required curriculum with a grade of "C" or better is guaranteed admission into the limited enrollment health program for which they applied. The primary goal of the Pathway Program is to provide disadvantaged and underrepresented students with the support, resources, and assistance needed during their enrollment in the program sufficient to make them successful in their chosen field of study and in their career. The observable outcomes attained by the program participants include grades in the Pathway classes and the required curriculum, successful completion of the shadowing component, successful completion of the Pathway Program, retention and success in their chosen field of study, graduation, passing of relevant certification or board tests, and placement in their field of training.

Information Regarding the 1993-1994 Pathway Program

Limited statistics are available for those students who entered the Pathway Program during the 1993-1994 year because students do not enter their designated health program until they complete the Pathway Program courses, the shadowing assignment, and the contracted curriculum courses, which usually takes one year. So, students who entered the 1993-1994 Pathway Program entered their designated health program during the 1994-1995 academic year and are currently enrolled in health-related courses. There were 40 newly selected students during the 1993-1994 academic year and over 40 currently enrolled students in various stages of general education and support courses as well as nursing and allied health education.

In terms of completion rates of those who entered the 1993-1994 Pathway Program—100% completed the program courses, although two did not enter their health program due to noncompletion of general education and support coursework. All 1993-1994 Pathway students who entered their designated health program in 1994-1995 are currently enrolled and on target to graduate as scheduled. Students meet with the Pathway Program coordinator on a regular basis and the coordinator verifies progress by receiving grades of all students each semester by way of computer printouts, working with instructors, and student contact.

Students who entered the Pathway Program during the 1993-1994 academic year have not graduated yet, so employment and graduation rates are not available.

Program Operation

Students who are accepted to the Pathway Program must attend the Pathway Program Orientation. During orientation, the student will learn specific requirements, expectations, and information about the Pathway Program. After orientation, the student will begin to attend courses designed especially for Pathway students.

Upon completing the Pathway Program courses, shadowing, and contract curriculum, the student is eligible to enter their designated health program. The Pathway coordinator then assigns a mentor to each student. There is one mentor per student, so the student can receive encouragement and attention as needed. The mentors are usually of the same gender and ethnic background as the student entering his or her designated health program. The mentor

must go through training and learn what his or her role is in the student's life. The mentor will be available to the student for their two years of training in the health-related program.

The Pathway Program coordinator takes time to introduce the mentor to the mentee and to discuss guidelines. The coordinator also sends out semester evaluations to the mentor and mentee to verify that a positive relationship has been established.

Once the student has entered their health-related program, the Pathway coordinator continues the biweekly/monthly contacts and semester grade verification. The coordinator will assist students with the provision of tutoring, uniforms, and books from the lending library as needed through graduation, passing state/national examinations for licensure/certification, and employment. Once the student is employed and has worked for six months to a year, he or she may be contacted by the Pathway Program coordinator to mentor a new Pathway student.

The Pathway Program began during the Summer of 1992 with 22 students interested in various health-related programs. All 22 completed the Pathway Program and entered their designated health programs. Seventeen of the 22 received their associate's degrees as scheduled during May 1994. Two of the 22 graduated a semester later. A total of 19 of the 22 Pathway students graduated from their health programs, passed state/national examinations, and are gainfully employed as health professionals. The average GPA of the students in the summer 1992 Pathway Program was 2.90. At graduation, the average GPA of the same group was 2.96. Two of the 19 did not pass their state/national examinations on the first attempt. With the help of tutors and an interactive program, both students passed the boards on the second attempt.

Statistics regarding the three who did not graduate are as follows: one lost interest and withdrew; one was pregnant and dropped a semester, but is currently enrolled; and one failed a semester, had to sit out a semester, and is currently enrolled.

Below are statistics of the summer 1992 Pathway Program class:

Male = 6 Female = 16 White = 3 Hispanic = 4 African American = 9 Asian = 4
Foreign = 1 Native American = 1

Below are statistics of the summer 1992 Pathway Program students who graduated from health programs:

Male = 6 Female = 13 White = 3 Hispanic = 4 African American = 7 Asian = 3
Foreign = 1 Native American = 1

A Typical Day for the Staff Members of the Pathway Program

The work day begins around 7:30 a.m. The Pathway Program coordinator and recruiter are already on-site. The recruiter typically schedules outside recruitment activities in the community (middle and high schools, community centers, special programs, and so on) and appointments with students who are interested in the program. The coordinator usually begins the day by returning phone calls from the previous evening. Usually before all calls are returned, students begin to drop in and discuss achievements, grades, home life, problems, needs, or just to say "hello" or "thanks."

The Pathway Program coordinator spends a great deal of the day with Pathway students in various stages of their education. Each day brings on a new challenge for the coordinator and the student. One day could be spent on administrative duties, while others are all student-oriented or community-based activities. The scheduling of tutors and mentors for each student is very time consuming. Most of the Pathway students require a great deal of guidance, encouragement, and provision of needs, which is also time consuming.

A Typical Day for Students in the Pathway Program

A typical day for the student in the Pathway Program includes a variety of components, depending on the schedule for the day. On the day that the student is attending the required Pathway classes, the student reports to the Health Education Center at 8:00 a.m. on a Saturday. The first three hours consists of lecture and interaction activities of human anatomy and physiology, medical terminology, and math skills. It increases a student's knowledge base for science and improves confidence of succeeding. Students are given a weekly exam to make sure they have learned the information shared to better prepare them for the college-level science courses.

After leaving the lab or library, the student will take a short break and proceed to the second Pathway course that will meet for one hour. This course equips the student with skills to

improve success. These skills include learning styles, note taking, stress and time management, self-esteem, attitude, ethics, and so on. This is a very important component of the Pathway Program because success depends on more than academic achievement. Socialization and communication skills are very vital to the student's success.

After this course, the student usually visits the coordinator or leaves a message. Because friendships are being formed, some students stay and study together, or go to lunch, or to their shadowing experiences.

During the week, students often visit the Pathway Program coordinator to share progress, problems, and needs. The students are also required to share their shadowing experiences and verify that their chosen field is still the field of interest. After the shadowing experience, some students will discover that they are not interested in the career they have selected. The Pathway Program coordinator will assist the student in discovering what field he or she is interested in by exploring other careers, referring the student to the career center, and then on to another shadowing experience.

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. Career Guidance and Counseling Program Plan

1.1 Assist Students/Clients To Increase Self-Knowledge and Self-Advocacy.

One of the primary goals of the Pathway Program is to increase each student's self-knowledge and self-advocacy. This is done in a variety of ways. Two of the most effective means are the individual counseling sessions with the Pathway Program coordinator and the course HSC 1004C, *Strategies for Enhancing Success of Pathway Students in Health-Related Fields*. During individual counseling sessions, the coordinator often addresses the three competencies applicable to this age group: (1) skills to maintain a positive self-concept, (2) skills to maintain effective behaviors, and (3) skills to understand developmental changes and transitions. An example of this type of situation is an appointment with Maria. Maria is a single parent returning to college to pursue a nursing degree. She is unsure of herself academically and

personally and is highly critical of herself. The coordinator works with Maria on behavior modification, including better study habits, stress reduction activities, and positive self-talk. She is also referred to a support group on campus for women returning to school after an extended absence. In this way, the coordinator is addressing a skill to enhance self-concept; is modeling an effective behavior; and has made Maria aware, through the use of peers, that many are undergoing a difficult transition to college.

The second significant means of increasing self-knowledge and self-advocacy is the Pathway course that focuses on personal and academic success. This course is designed for the Pathway student with emphasis given to strengthening skills essential to success in health programs. Topics include study skills, interpersonal skills, self-esteem, diversity, time and budget management, learning styles, test-taking, stress management, ethics, professionalism, and computer literacy. The students are required to register for this course their first semester as Pathway participants. Team building is done to give students peer contacts with those facing the same barriers and challenges as themselves. Assignments are given to complement the numerous handouts and other materials shared with the student. Each student is required to complete four hours of public service to demonstrate their commitment to serve the community and write a paper about their experience.

The professors who facilitate this course plan the class around active learning principles by involving the students in every aspect of the curriculum. Some of the methods utilized include small group work, presentations, think-pair-share (two students team up, come up with a synopsis of the topic under discussion, and then share it with the whole class), in-class writing activities designed for reflection and enhancement of the participation of the introverted student, and other methods. Students are encouraged to share personal experiences so that classmates can learn from each other. The professor role models appropriate classroom behavior and serves as an advisor for academic situations about which the students are concerned.

Each student is assigned a mentor who works with them throughout their academic career. The mentor assists with all aspects of the career guidance and counseling competencies. Individual meetings are a good time to discuss issues of self-knowledge such as the challenge of a time of transition, effective behavior, and positive

self-concept. Mentors are typically from underrepresented racial groups and are professionals in the health field in which the student is interested.

1.2 Assist Students/Clients in Educational and Occupational Exploration.

Since students enter the Pathway Program with a career field already designated, educational and occupational exploration is not generally thought to be a primary aspect of the project. However, due to the nature of health careers (stressful, science-based, long work hours, and so on), educational and occupational exploration actually plays a significant role for Pathway students. It is actually an ideal time to determine if their career choice is the correct one for them. Pathway students take two Pathway courses, *Enhancing Success* and *Essential Competencies in Health-Related Programs*. These two courses and all prerequisites must be completed before a student may begin classes in their chosen health field. Students must also complete a twenty-hour shadowing experience, which tends to be the most influential factor in determining whether there is a person and an occupation match.

During the Pathway Program, students shadow a professional in their field of study. The Pathway coordinator selects a role model in the field of study who has the student shadow them during various times of the day to give the student an accurate picture of the field. Students have experienced emergency situations, patient care, operation of equipment—everything that happens in a typical day. During the shadowing experience, the role model also describes her or his feelings about the job—the challenges, triumphs, day-to-day operations, and so on. This gives the Pathway student an accurate, realistic picture of what her or his career choice is all about. Several students choose to change areas of interest after their shadowing experience. In the reflective paper they write about the experience, students cite various reasons why they feel the career they chose is not the right one for them. When this occurs, the coordinator, mentor, and Pathway faculty sit down with the student and discuss the details of the position that they liked and did not like, how their strengths matched with the job, and so on. In most instances, the student changes their major area to one of the other health fields that more closely matches their own strengths and needs.

The second Pathway course, HSC 1005, *Critical Techniques for Essential Competencies in Health-Related Programs*, also assists students in determining if

the health fields they have selected are the appropriate career choices. This course is designed for the Pathway student with an emphasis given to introducing critical techniques and skills that are essential to success in the health sciences programs. Activities include introducing the student to the anatomical and physiological functions of a patient and having the students demonstrate proficiency in the use of basic computational skills as applied in the health sciences program. Students must successfully complete this course in order to enter their chosen fields. It gives Pathway students a chance to get a remedial understanding of the human body and determine if their academic skills are compatible with the demands of the health sciences. Students must have these skills in order to be successful in their chosen vocations.

Students also begin to learn the necessary employability skills to help them secure and retain a position in their fields. Faculty from the various health fields present workshops on what is expected behavior and skills for the field, how to seek and maintain a position, and the availability of positions. Fortunately, the majority of health fields have a high demand for graduates, so most students are quickly placed upon program completion.

1.3 Assist Students/Clients in Career Planning, Preparation, and Transition.

Students in the Pathway Program are assisted in career planning, preparation, and transition from pre-enrollment through placement in their career areas. The services offered are dependent on their point of progress in the program. During their actual Pathway experience, prior to enrollment in a health field, students learn the fundamental skills of their vocations in the class described previously, *Critical Techniques for Essential Competencies*. The faculty member also assists students with understanding the impact a health career can have on the student and their families. Job shadowing also assists in this endeavor. Students are able to experience the realities of their career, guided by a role model employed in the field, which aids their understanding of what being a member of that profession will mean to them.

Understanding the continuing changes in male/female roles is a significant aspect of the Pathway Program. The coordinator works closely with the gender equity coordinator in providing workshops for students and faculty on gender roles, stereotypes, family responsibilities, and more. Since the health fields are dominated by women, uncommonly it is the men who experience discrimination or feelings of

uncomfortableness. This is addressed through rap sessions, faculty interventions, and individual meetings. This new understanding of male/female roles is closely tied to understanding the impact their work has on family life. Because of the odd hours and stressful work environment, students are prepared very carefully for how their role may change within their family despite their gender. This is done by the career role models, faculty members, the coordinator, and various guest speakers such as the Single Parents/Displaced Homemakers Program coordinator.

Students are encouraged throughout their program to have the skills to make decisions regarding their career. As stated earlier, the shadowing experience often has a significant impact on students' career decisions. Many students have the maturity and self-esteem to make their own vocational choices. However, some need guidance by the coordinator, faculty members, and role models in reevaluating their career path after determining that the original choice is not appropriate for them. The students' strengths and challenge areas are examined and matched to the available vocational areas. Most students choose to stay in a health-related program but may switch from a highly stressful, emergency oriented program (nursing, EMS) to something more technical such as radiology.

In the semester prior to graduation, students take clinical courses for a further determination of the suitability of their vocational choices. This gives students a realistic picture of their future work experience, helps them gain practical skills and experience, and allows the students to make excellent placement contacts. The clinical portion of the curriculum is closely monitored to ensure that both the student and employer are having a quality experience. The clinical serves as both a practical training arena, which often results in job placement, and as another check and balance to ensure the student is suited for and happy with his or her career choice.

2. Addressing the Needs of Diverse Student Populations

Since the Pathway Program was designed to promote diversity, 100% of the students enrolled are members of a special population. These include underrepresented gender (males in most health fields), students with disabilities, students from underrepresented ethnic backgrounds, economically disadvantaged students, and students who are underprepared academically. The needs of the students vary tremendously. Gender issues are addressed with the help of the gender equity

coordinator, who facilitates workshops, faculty development, student rap meetings, and intervention when necessary. Students with disabilities who present documentation of their disability receive the necessary accommodations, an advocate/ counselor on site, specialized tutoring, and access to disability specific computer programs (e.g., zoom text plus for the vision impaired). Students from underrepresented ethnic backgrounds are the largest population served by Pathway. They are assisted by role models who are also culturally diverse, rap sessions, and special interest sessions for barriers they may face when on the job. Economically disadvantaged students receive personalized financial aid counseling and assistance from the Pathway Program as it is available. This includes tuition vouchers and a textbook lending library. Special scholarships are also available to assist with tuition, uniforms, and supplies. Students who are underprepared academically receive intensive tutoring through Pathway's association with the New Initiative Program (NIP), which provides individual and group tutoring and assistance. All special population students are recruited for Pathway and are targeted by the recruiter's choice of high schools, civic groups, churches, and so on to which she travels.

3. Program Support Services

The most important program support personnel the Pathway Program has are the mentors and those professionals who are job shadowed. The positive impact of their involvement with the students is indescribable. Mentors volunteer for the entire academic career of the student and help immensely with career skills and preparation, the building of self-esteem, role modeling, and placement. Those who are job shadowed reflect the characteristics of the best in the field. They give the students an aspiration to be the best possible in their jobs. Both groups of people give freely of their time, expertise, and contacts in order to assist the students.

NIP assists the students through individual and group tutoring, technical familiarity with equipment, and a wide variety of computer programs designed to assist health students. The NIP coordinator and tutors work very closely with the Pathway coordinator to ensure that the Pathway students take advantage of NIP from the beginning of their involvement with the program. Group tutoring sessions are scheduled regularly with attendance strongly encouraged. NIP gives Pathway students the foundation skills necessary to succeed in their program as well as assistance

throughout their academic career, including study assistance for any necessary state board examinations.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

This area is not applicable to the Pathway Program because it is at the postsecondary level.

2. Faculty/Staff Involvement in the Pathway Program

Faculty are intimately involved in the Pathway Program with formal roles such as teaching the Pathway class and serving on the advisory board, to informal roles such as assisting in garnering mentors, close interaction with the coordinator on the student's progress, and using contacts to secure placements for the students. The faculty take the primary role with the students once they are enrolled in vocational classes. The coordinator's role becomes secondary, although continued help is given by means of student development programs, personal contact, follow-up on classwork success, and with placement. However, the faculty have the experiences and resources to be the prime factor in students securing an excellent position.

Numerous staff also give extra assistance to the students: Financial aid counselors walk students through the aid process and keep abreast of scholarships for which our students would qualify; the NIP staff offer outstanding tutoring; the gender equity coordinator facilitates workshops; the counseling staff assists students by referring them to the Pathway Program and assisting with their personal concerns; the Job Centers of the college assist with career preparation (e.g., workshops, information, and resources) and placement; and public relations personnel assist the coordinator by describing the program at various sites and distributing pamphlets about Pathway.

3. Intra- and Interagency Collaboration

Pathway's advisory board plays a significant role in the implementation, revision, and evaluation of the program. Members include administrators, professionals in the field, faculty members, and students. The advisory board works with the coordinator in constantly assessing the merits and impact of the program and strives to continuously improve it.

As discussed in the previous section, numerous parts of the college environment play a significant role in producing success in our students. Some others not previously described include Project Success, Women on the Way, and the Office of Services to Students with Disabilities. All assist our students when possible with help such as referral, workshops, assistive devices, and so on.

Numerous outside agencies also assist our students. Referrals are often made by the coordinator for help that they may not be able to receive on campus. These include civic groups and governmental agencies such as child care facilities (reduced rates), hospitals (for mentoring, shadowing, and equipment), community center (recruiting and information), Pinellas County Urban League (recruitment, information), the Professional RN Club (scholarships, recognition, shadowing, opportunities, and mentors), and the St. Petersburg chapter of the National Black Nurses' Association (scholarships, recognition, shadowing opportunities, and mentors). Other groups informally assist the students with items such as donated uniforms and necessary equipment. The community is very supportive of the Pathway Program and its students.

4. Collaboration with Business

Various businesses assist in the success of Pathway students. As mentioned above, hospitals are very generous in their donations of time, personnel, and equipment. The vast majority of shadowing experiences occur in the area hospitals and this is also the best source for mentors. Local dentist offices also greatly assist students in much the same manner as hospitals. Because of the specialized nature of this program, all businesses involved are in health-related areas. The program is thoroughly integrated with the local and regional health organizations.

C. Institutional Support, Leadership, and Program Evaluation

1. Institutional Support

The Pathway Program was the brainchild of President Carl Kuttler, Jr. He established an Admissions Task Force to investigate the criteria which are predictors for success in allied health and nursing programs. Due to the findings of the committee, it was recognized that the health fields were not especially diverse. To encourage

disadvantaged and underrepresented students to enroll in the health fields and be successful at health careers, the Pathway Program was born.

The Pathway Program and its criteria have been developed into a District Board of Trustees (DBT) rule that states the purpose of the program, qualifications, and other pertinent information. The number of students in the program is limited to a maximum of 15% of each selective admissions program. The great advantage to having a DBT policy is that it lends credence to the program and guarantees admission to limited entry health fields to program graduates. Both Pathway courses have also been approved by the Curriculum and Instruction Committee and are official parts of the SPJC curriculum.

The president and other administrators are also very supportive in other ways, including facilities, resources, contacts, and personal time. Many attend Pathway events for students, write recommendations for the students and the program, and are some of the finest public relations people on campus for Pathway.

2. Facilities

The coordinator's and recruiter's offices are located in the provost's suite off the central lobby of the Health Education Center complex. It is easily accessible by students and faculty. It is down the hall from the NIP, which gives ease of collaboration and an easy transition for students. It is helpful to be near the provost who is the administrative head of the campus and makes final decisions about program issues. The Pathway classes occur in regular classrooms as do many of the other meetings. There is a student lounge, which is also used for rap meetings, and many informal meetings take place in the cafeteria.

The coordinator's and recruiter's offices are decorated to be welcoming with posters of topics such as diversity, challenges to be the best you can be, and so on. Some resources are kept in the offices, although the majority are down the hall in the library in a Pathway section.

All health programs are housed in the same building as the Pathway Program, which helps keep the program accessible to students and faculty and in the public eye for any visitors.

3. Financial Support

The program's total budget for fiscal year 1994-1995 is $57,185. This includes salaries and benefits for the full-time coordinator and part-time recruiter, student employment, in-district travel, printing, educational materials and supplies, and educational software. The above funding comes from a grant through the Carl D. Perkins Vocational and Applied Technology Act of 1990. Additional funding for the program comes from the college and includes items such as secretarial support, facilities, equipment, other services, and so on. Donations from various sources also immensely benefit the program. These include scholarships, donations of equipment and uniforms, and other items needed for the students.

4. Guidance Personnel Qualifications

Tonjua Williams has been the coordinator of the program since its inception. She is currently completing a master's degree in counselor education from the University of South Florida. Prior to becoming the Pathway coordinator in July of 1993, Williams served as an academic advisor for health programs at SPJC. She was also responsible for minority recruiting. Williams has been an employee of SPJC since 1987. She has extensive community involvement and has been given appreciation awards by churches, the RN Club, the Pinellas County Urban League, and Delta Sigma sorority.

Nora Coles, the Pathway recruiter, holds her degree from Tampa College in management and marketing. She has served as a Pinellas County teacher. Before entering the field of education, Coles had extensive experience as a salesperson and was responsible for training other salespeople. Coles has been the Pathway recruiter since 1994.

5. Professional Development

Pathway staff are able to take advantage of a broad range of professional development activities provided by the college staff, faculty, the college development director, and from outside agencies. Some of the issues covered this year included learning disabilities, diversity in higher education, how to deal with aggressive students, gender issues, University of Kansas study skills, special issues in the health fields, and various career preparation and placement topics. Additionally, Pathway staff take

part in all special projects staff meetings for dispersal of new research and the sharing of information among service providers.

Pathway staff make presentations at various events throughout the year. These include presentations at professional organization meetings (e.g., Conference on Diversity) and to civic groups, businesses, high schools, and so on. Many audiences desire an overview of the program, with suggestions for starting a similar one, job outlook in various fields, and placement data.

6. Program Evaluation

The program is evaluated in several ways. First, the program objectives as part of the Perkins grant are examined to determine if goals were met. Second, evaluations are conducted with students, faculty, staff, and interested others (e.g., mentors) to determine qualitative data about the program. Third, the program is evaluated by administrators to determine its success in serving students by examining reports prepared by the coordinator. Evaluation results are distributed to various constituencies as a means of soliciting suggestions for improvement. Results are used to guide the program. For example, the part-time recruiter was added as a direct result of evaluations. Also, a learning specialist and more assistive devices were put at the health center to serve the needs of students with disabilities as a result of a student survey.

7. Follow-Up of Program Completors and Noncompletors

Because of the limited size of the Pathway Program, the coordinator personally contacts those students who complete the program to determine their placement and success. Actually, many of the students are placed before they graduate, which gives the program a great advantage in following-up the students. Students who do not complete the program are also contacted to determine if their needs were not met. The majority of these have decided against a health career, which disqualifies them from the program. Others cannot fulfill the requirements for a health degree and either change majors or leave school. Most information gathered from students is qualitative in nature, which leads to a descriptive analysis of the results. This information is shared with the advisory board and administrators to determine if the program is fulfilling its objectives and the means for improvement. Both groups use

the evaluations to assist them in making suggestions about how to change the program to make it even better. This is implemented by the coordinator with the leadership of the provost and assistant provost.

APPENDIX I

RENTON TECHNICAL COLLEGE'S STUDENTS SERVICES/COUNSELING PROGRAM

(Application excluding attachments)

PROGRAM INFORMATION

Program Abstract

Renton Technical College (RTC) is one of thirty-two colleges in the State of Washington which is operated by the State Board for Community and Technical Colleges. RTC provides training, retraining, and upgrading for persons seeking marketable skills. Vocational training is comprised of three programs: (1) occupational training, (2) occupational skill upgrading, and (3) apprenticeship. In addition to the vocational program offerings, RTC also offers courses in basic education and in community service.

RTC is accredited through the Commission of Colleges of the Northwest Association of Schools and Colleges and is listed in the current issue of Accredited Institutions of Higher Education. Specialized accreditation has been earned by the following programs: Auto Body Repair, Alcohol Education, Child Care, Culinary Arts, Dental Assistant, Licensed Practical Nurse, Pharmacy Technician, and Surgical Technologist.

The guidance program is an integral part of RTC and plays an important role in the mission of the school. Guidance assesses basic skills, interests, and aptitudes and helps individuals make appropriate career choices. Guidance assists enrolled students by providing support services which will enhance student success. Counselors provide linkages between students, agencies, faculty, and administration. Students can benefit from guidance services throughout their college experience. Critical points include access to college, establishing career and life goals, encountering personal barriers to academic success, and entering the job market.

Approximately 1,200 students graduate from the occupational programs each year. Some go on to further education, but the majority go directly into the labor market. Successful outcomes are measured primarily by the numbers who find employment in their area of training. Placement and follow-up data are closely monitored and are important factors when decisions are made to either continue or cancel training programs.

Program Operation

The location of the counselor offices close to the registration department facilitates easy availability to students. Appointments are made by the student services secretary, but walk-ins are encouraged.

Program and college information is provided to prospective students and when appropriate, interest inventories or aptitude tests are administered to help determine career direction.

Basic skills of English, math, and reading are assessed for every student who plans to enroll in an occupational program at the college. Counselors participate in the explanation of student scores immediately after the test and recommend remediation where applicable. RTC acknowledges that this is a time when the individual is most likely to take the needed steps.

Counselors are assigned to various departments including health, technical, trade and industry, basic studies, and business. This encourages close linkages with the faculty, the students, and the associate dean of the department.

Counselors work closely with instruction, consulting, and advocating for students regarding learning styles and the need to accommodate in the case of disability.

Counselors often advocate for students in resolving conflicts on campus as well as intervening in student complaint issues.

Contacts with the local high school and community-based organizations are maintained by visitations and tours. Counselors are also available for on- or off-site presentations. A representative from the counseling program attends the Running Start, the Tech Prep, and Occupational Information Specialist meetings at the local high schools.

Typical Day

For the purposes of this report, a simplified schematic of a typical day is outlined. This outline does not take into account *ad hoc* meetings with faculty, numerous telephone calls, and the various nonscheduled events which occur each day.

7:30 Counselor reports to work.

8:00 First appointment is with a student who wishes to participate in Running Start and needs assistance in deciding which college-level course is appropriate.

9:00 The next client is an individual who has just received notification that the company where she was employed is downsizing. She is faced with a need to get retrained and needs immediate intensive career exploration before deciding on a new training program.

9:30 Assessment committee meeting

10:00 An enrolled student has a disagreement with his instructor regarding a grade for an assignment.

10:30 Meet with agency counselor and sign a JTPA contract for a dislocated worker.

11:00 Student wishes to discuss transfer courses.

12:00 Lunch

12:30 Explanation of Asset scores and provide orientation for new students.

1:00 Presentation to community-based organization members who wish to know about the various career options available at the college.

2:30 Individual who wishes to enter the workforce requests labor market information.

3:00 International student information requested by a sponsor.

3:30 Assorted reports and other paperwork

COMPONENTS OF EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

A. *Career Guidance and Counseling Program Plan*

A few years ago our counselors felt the need to establish a counseling program which would serve the needs of all students, not just the ones who came to the counseling center.

A needs survey was conducted and students, faculty/staff, and administrators were asked to identify the top ten student needs. The *National Career Development Guidelines* as well as *A Guide for Counseling and Guidance Services* in Washington State were reviewed for direction and information. The goals outlined in these publications were modified because the committee felt that the goals needed to be localized.

The following three broad goals were selected to provide a framework for the program:

GOAL 1: To facilitate lifelong learning competencies required for fulfilling potential and adapting to change.

GOAL 2: To facilitate personal effectiveness competencies required for social and personal development.

GOAL 3: To facilitate life role competencies in multiple settings: school, home, work, and community.

In addition to the three broad goals, student learning objectives and counselor activities were selected to facilitate the implementation of these goals. Budgetary constraints have impacted our ability to implement all of the elements of the program. We continue to implement more and more portions of this program as additional personnel are added to student services.

Additionally, each year we emphasize and focus on specific need areas. In 1994-1995, our need areas are twofold:

(1) Increase the retention rate and job placement rate for occupational program graduates.

(2) Increase Running Start participation from local area high schools.

What follows is a more complete description of our program as well as a listing of suggested counselor activities.

GOAL #1 – To facilitate lifelong learning competencies required for fulfilling potential and adapting to change.

A. **Communication** – a process which enables people to mutually share their needs, hopes, ideas, and goals.

Objectives and indications of attainment—Students will . . .

- identify where to go for help if they are not doing well in class.
- demonstrate the ability to get along with other people and adjust to different situations.
- identify the steps in making decisions.
- explain the different ways they learn best as needed.

B. **Information Processing Skills** – those skills which enable people to gather, analyze, and use effectively the data they need to lead successful, productive, and personally rewarding lives.

Objectives and indications of attainment—Students will . . .

- identify the skills necessary for getting and keeping a job.
- identify strengths and weaknesses which will affect their career goals.
- enumerate the steps in making decisions.
- demonstrate how to handle situations where drug/alcohol abuse is present.

- identify which careers can be satisfying to them.
- set realistic goals for themselves.
- find and use career information.
- identify the different ways they learn best.

C. **Personal Enrichment** – a process of continuous learning which enables people to expand their physical, intellectual, and aesthetic horizons.

Objectives and indications of attainment—Students will . . .

- identify strengths and weaknesses which will affect their career goals.
- get along with other people and adjust to different situations.
- enumerate the steps in making decisions.
- identify which careers can be satisfying to them.
- set realistic goals for themselves.

GOAL #1's Counselor Activities – Counselors will . . .

- conduct group and individual planning activities incorporating information from a range of assessment tools.
- provide information about community resources to assist students in problem solving and goal setting.
- provide individual counseling to assist students in understanding and assuming responsibility for their behavior.
- provide orientation to students prior to enrollment in programs.
- participate in community activities as a means of reaching and directing potential students.
- refer students to drug/alcohol programs available in the community.

- assist in classroom activities with instructors regarding the different learning styles of students.
- refer students who are not doing well in class to the Basic Studies Center.
- assist instructors in decisionmaking exercises with students.
- assist instructors in job finding/job holding skills for students.
- provide career center orientations to individual and/or groups of students.

GOAL #2 – To facilitate personal effectiveness competencies required for social and personal development.

A. **Self Esteem** – the perception which individuals have of self, based upon an assessment of their interests, abilities, talents, and goals.

Objectives and indications of attainment—Students will . . .

- identify strengths and weaknesses which will affect their career goals.
- get along with other people and adjust to different situations.
- describe the steps in making decisions.
- demonstrate how to handle situations where drug/alcohol abuse is present.

B. **Human Relations** – skills that enable people to function successfully as members of a family, school community, nation, and world.

Objectives and indications of attainment—Students will . . .

- identify skills necessary for getting and keeping a job.
- identify where to go for help if they are not doing well in class.
- get along with other people and adjust to different situations.
- find and use career information.

C. **Health and Development** – skills which enable people to require, protect, and enhance their physical well-being during the course of a lifetime.

Objectives and indications of attainment—Students will . . .

- get along with other people and adjust to different situations.
- identify the steps in making decisions.
- demonstrate how to handle situations where drug/alcohol abuse is present.
- have information on physical and sexual abuse.

GOAL #2's Counselor Activities – Counselors will . . .

- arrange positive self-image workshops for students.
- conduct self-esteem measurements of students (in selected programs) and identify low self-esteem students for follow-up counseling.
- provide group counseling on problem-solving techniques.
- disseminate information to students on personal development and child care classes available through the college.
- provide information on student services available at the college.
- provide audiovisual materials to instructors on a variety of cultural and ethnic differences.
- provide information to students regarding resources available on the use of drugs and alcohol.

GOAL #3 – To facilitate life role competencies in multiple settings: school, home, work, and community.

A. **Daily Living** – competencies which enable people to cope with the various problems, challenges, and opportunities which confront them in the process of living.

Objectives and indications of attainment—Students will . . .

- get along with other people and adjust to different situations.
- identify the steps in making decisions.
- demonstrate how to handle situations where drug/alcohol is present.
- express their thoughts and feelings in an effective manner.

B. **Career and Vocational Planning** – a process that enables people to gather, analyze, and use effectively the information necessary to plan a career.

Objectives and indications of attainment—Students will . . .

- identify the skills necessary for getting and keeping a job.
- identify the financial assistance programs that are available to help them reach their educational and career goals.
- identify the steps in making decisions.
- find and use career information.

C. **Employability** – having and marketing those skills needed in the world of work.

Objectives and indications of attainment—Students will . . .

- identify the skills for getting and keeping a job.
- get along with other people and adjust to different situations.
- identify which careers can be satisfying to them.
- set realistic goals for themselves.
- find and use career information.

GOAL #3's Counselor Activities – Counselors will . . .

- assist in providing information to students on various kinds of financial aid.
- assist instructors in résumé preparation and employment interview techniques as they relate to students.
- conduct follow-up studies on student placement.
- administer interest inventories to prospective and enrolled students.
- assist in the placement of students who wish to change training programs.
- assist instructors in job seeking and job finding skills for students.
- assist instructors as they explain employer expectations to students.
- orient students to the services of employment security.
- screen and refer prospective students.
- implement a career exploration program for Basic Studies students.
- conduct high school visitations.
- assist classroom instructors in the preparation of a unit on family budget planning.

2. Addressing the Needs of Diverse Student Populations

RTC has a very diverse student body, with respect to ethnic origin, income level, age, and abilities.

Initially, students are offered a workshop on financial aid, which details options open to them during their course of study. Options can include scholarships, Pell Grants, work-study, Stafford Loans, and state programs. More than half of our students are on some form of financial aid.

Although our students have differing abilities at entry, we have a Basic Studies program, which is tuition free, and allows the student to brush up on skills which

will be needed in their vocational program, including ESL. These basic skills labs are offered in private industry council offices, county jails, and at agencies serving refugees, in addition to on campus.

To promote success for women, we have Excel classes, which help prepare women for either choosing a career or preparing to enter the job market. Our ANEW program (Apprenticeships for Nontraditional Employment for Women) prepares low-income women to enter the construction trades.

Finally, students with disabilities are accommodated with specialized vocational counseling and with adaptive equipment such as magnified print computers, voice activated computers, and so on. The chemically dependent are offered custodial and horticulture vocational training at a special facility.

3. Program Support Services

RTC provides instructional support by providing individualized programs to help students based on their academic need. Among those services are computerized learning modules that, based on student answers, progress to the point where the student needs individual help, which is then provided by staff. Volunteer tutors provide specialized individual or small group help. Sign language interpreters are assigned to students that require assistance, and tape recorders or note takers are available to students requiring accommodation.

Handicapped and car pool accommodations make access to classrooms and labs as easy as possible. Enhanced bus service to the campus makes getting to school more convenient for students, in conjunction with bus passes being provided for other needy students.

The RTC Child Care Center offers reliable and affordable day care for students' children. The hours are from 7:00 a.m. to 3:00 p.m., which give students a generous amount of time to drop children off before class and pick them up after class. A co-located employment security office on campus provides full-time and part-time job placement and assistance with employment benefits. RTC provides a veterans representative on campus and we have a veterans assistance person in financial aid.

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

Because at RTC our average-age student is 32, the role of students' parents is substantially less than at the secondary level. However, realizing the importance of parental influence, RTC programs involve collaboration, articulation, and communication with parents and/or families of our potential students, our current or former students, and with our community at large. Two of our programs which directly serve parents/families are Evenstart, a free basic skills/ESL program for parents of at-risk school-age children, and our ongoing parent education classes. Other kinds of parental involvement include high school students who wish to enroll in the Running Start Program have to have their parent(s) meet with the director of student services as part of the advising process.

As part of our ongoing recruitment plan, presentations are made to hundreds of parents of high school students every year as part of "College Night" at local high schools. Our designated disabled student services counselor meets with incoming disabled students and, when appropriate, their parent(s), to plan the students vocational training and any ancillary services. The financial aid staff regularly offers financial aid workshops specifically for parents.

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

Faculty play a critical role in RTC's Career Guidance and Counseling Program. Faculty serve for a period of three years on the tenure committee of each counselor, observing their work and influencing their activities during tenure. Counselors also serve on faculty tenure committees.

Having first met with a counselor, potential vocational training enrollees visit program sites and meet directly with the faculty member, who presents a detailed description of their program, a curriculum outline, required prerequisites, placement rates, current employers hiring program graduates, hourly wage for new hires, and so on. Running Start requires a strong link between student, parent, vocational instructor, and Running Start coordinator.

Enrolled students will receive a comprehensive orientation to the school from their teacher the first day of class. Faculty, because they, along with the student, set up co-op placements where students earn credit for work experience are, again, directly involved in student counseling and guidance. Faculty also participate in job fairs, career fairs, and community resource fairs, often answering questions about their career (and their program) which can greatly influence a career choice.

Annual new faculty orientations include the introduction of the counseling staff, with an emphasis on the support counselors offer students and instructors. Faculty to counselor communication between Basic Studies and Student Services is facilitated greatly by the use of a Remediation Completion Report form.

Faculty play a key role in student participation in the student "Brown-Bag Lunch" series. This free series of informal presentations focuses on student mental and physical health issues. Often teachers bring their classes, or groups of students attend because their teacher recommends that they go.

3. Intra-Agency Cooperative Agreements

RTC provides support for diverse community needs through intra-agency agreements. For example, we hire and train childcare educators who, in turn, offer training for childcare workers in community day-care centers. In the Renton Senior Citizens Center, we offer classes on nutrition to low income seniors, to help them manage proper nutrition on a limited budget. Through our Basic Studies program, we offer ESL and Adult Basic Education to residents of low income housing throughout the area.

Interagency Cooperative Agreements

The agencies which work closely with RTC include the YWCA, the Employment Opportunities Center, Pacific Associates, Asian Counseling and Referral, Central Area Motivation Program, and the Seattle Conservation Corps. RTC also works with state agencies such as Vocational Rehabilitation, Department of Social and Health Services (JOBS Program), the Dislocated Worker Program; and other specialized programs such as Experience Plus, through the state's Office of Employment Securities. We cooperate in offering vocational counseling, information on the job market, financial aid, and supportive counseling throughout the program

of study. Basic skills are assessed by both the agency and our counseling staff, and remediated before or during their education to ensure success.

4. Collaboration with Business

RTC has had extensive involvement with business and industry for many years. The following are especially worth noting: We collaborate with, and provide training for, the employees of such national and international companies as Firestone, Midas, Subaru, and others, including the Boeing Company.

The Business and Office Department collaborates on a contract basis with H&R Block to provide income tax preparation classes each fall quarter. RTC also has a collaboration with Puget Sound Multiple Listing Association to provide computerized training to real estate agents and other users of that system. Pre-employment training is provided to beginning travel agents in partnership with Premium Travel.

The RAVEN Project is the most ambitious project RTC is involved with. This project involves the designing of a human powered plane and includes RTC students from the Electronics, Machine Technology, and Health and Fitness programs working on various aspects of the operation. They are working with the Museum of Flight in Seattle and engineers from the Boeing Company. The goal is to have the plane ready for a six hour, 100 mile flight, from the Canadian border to the Puget Sound by 1997.

RTC provides trade-related instruction to indentured apprentices from 18 trades.

C. ***Institutional Support, Leadership, and Program Evaluation***

1. Institutional Support

RTC's administration is very aware of the importance of a strong Student Services Department as shown by the placement of this department under the direct supervision of a vice president that reports directly to the president. Student Services also does an annual presentation to the board of trustees for RTC at one of its regular monthly meetings. Throughout the year, the trustees have asked for special reports or have requested specific information concerning students to be prepared and presented by Student Services staff.

RTC has sought special funding to hire additional counseling staff to work with the special workforce population and a second position to develop a Running Start Program during the 1993-1994 school year.

The Workforce position has become a direct link to employers who are downsizing. This gives us the opportunity to offer services directly to their employees.

Running Start is a state-mandated program that allows 11th- and 12th-grade high school students the opportunity to attend postsecondary schools and receive both high school and college credit for work completed at the college level. Because of the nature of these programs, we filled these positions with counselors.

2. Facilities

RTC completed a massive building program during the late 1980s. The Campus Center, which houses the Student Services Department, was one of the buildings completed in that process. Student Services personnel actually worked with the architect to design their work area and establish the relationship to other departments within the building.

The Student Services suite is 2,500 square foot of space consisting of eight private, well-appointed, 125 square foot offices; a 400 square foot conference room; and 1,000 square foot of secretarial/reception area to receive students and guests. The Student Services area also shares another 1,500 square foot of common area with the Registration Department since both work so closely with students. Each office has its own computer system and is being tied directly to the student database for counseling convenience. Each office also has its own telephone line with voice mail.

Although it is not physically located in the Campus Center, the Student Services Department has a 1,000 square foot testing center with private office space and secured storage. Student Services establishes the testing schedule, scores, and interprets all assessment instruments for students.

3. Financial Support

The Student Services Department receives 5% of RTC's $16 million dollar annual budget. Expenditures fall into three major categories: salaries and benefits – 65%;

public relations, recruitment, and institutional publications – 30%; and supplies, professional development, and travel – 5%.

The majority of the Student Services Department dollars comes directly from the state allocation; however, Perkins dollars flow into Student Services to cover special circumstances. Students that are either handicapped or disadvantaged who need a special accommodation or special training equipment qualify for extra dollars. Both the Running Start and Workforce programs generate extra money that can be used by Student Services when needed.

Student Services is well-cared-for financially and only has to justify its needs. Major needs may take one budget cycle before dollars are provided.

4. Guidance Personnel Qualifications

The professional staffing for the program consists of a vice president for students and six counselors. All seven have master's degrees.

Three of the counselors are registered by the State of Washington in addition to their vocational guidance certification from the state. One of the counselors is a nationally certified rehabilitation counselor, and one of the occupational specialists has a specialization in ESL.

For employment at a technical college, work experience outside the field of education is required for Student Services personnel. Our staff have had a variety of work exposures, including experiences in the following trades and industries: transportation; construction; health; social services; corrections; and business management, as well as entrepreneurial.

Our staff have memberships in a variety of professional organizations. The counseling department is represented on almost every college committee, including accreditation. We also serve on a variety of local- and state-level educational committees.

5. Professional Development

RTC provides its faculty and staff with resources and personal insight into successfully managing their evolving professional lives. RTC counseling staff members work

collaboratively with the human resource staff and the professional development and tenure committees to assist individuals with understanding career paths and to select appropriate strategies from a variety of learning opportunities. A supportive environment is cultivated that helps counselors and faculty identify development needs and approaches for learning.

Inservice training is offered to help employees design a career profile and discover and capitalize on their strengths. Counselors utilize the Faculty Development Plan to develop their mission and goals. Counselors also benefit from campuswide workshops and conferences, which include intra- and interpersonal skills, as well as technical topics. Other opportunities for counselor training include attendance at professional conferences, seminars, workshops, and monthly faculty grab bag sessions.

RTC counseling staff represent a rich source of subject matter expertise. They often serve as trainers or job role models for counseling graduate interns. These interns gain on-the-job experience by assisting counseling personnel with presentations to students, assessment, recruitment and intake. Through campus training courses, employees receive Professional Improvement Units (PIU) by taking college level and continuing education credits tuition free. Classes are generally taught by our staff or faculty members from local universities.

6. Program Evaluation

Program evaluation is multifaceted and is both formal and informal.

The formal evaluations were performed by the team from Northwest Association of Schools and Colleges in the fall of 1993. As you can see from the attached documentation, they evaluated the guidance program as a part of the overall student personnel services.

Formal evaluation based on observation and overall performance is also a yearly responsibility of the vice president for Student Services.

Informal evaluations occur on both a weekly and on a yearly basis. At the end of each year, the guidance staff meets to set goals for the following year and review our progress toward the goals which we set the previous year. Department goals are

mutually determined after considerable discussion, and we are cognizant of the need to express our goals in terms of measurable outcomes.

Each week the vice president for Student Services meets with the guidance staff to review issues which have come up during the previous week and the expertise of the whole group is utilized to resolve the issue. Questions for Community College Counseling Departments, a tool developed by CSDAC (the State Counseling Administrators group), is used as a guide.

In 1993, a student satisfaction survey was mailed to the 1991-1992 completors/ noncompletors.

In 1994, a 28-item Workforce Training Trust Fund Survey was mailed by the state board to 1,323 workforce students enrolled in state colleges.

7. Follow-up of Program Completors and Noncompletors

The follow-up of former students, a function performed for many years by the counseling staff, is now done by the staff at the State Board for Community and Technical Colleges.

The procedure is as follows: At the end of each school year, RTC transmits to the state a completor/leaver report. This report is a listing, by instructional program, of the names and Student Identification Numbers (SIDs) of students who have exited the program during the year.

The State Board staff matches the SIDs of the students with the database of the following state agencies: Employment Security, Office of Fiscal Management, Systems Management Information System, as well as the Department of Defense Personnel File and neighboring states' data files. The employment status of each student is determined when there is a match with the Employment Security file. Data is then made available to each college through a series of reports.

In addition to the completor/leaver report, a separate placement report is compiled from data which is gathered from program instructors. The reports are made available to program administrators and are utilized in the yearly program and instructor evaluation.